DOCUMENT RESUME

ED 189 218 UD 020 698

TITLE	Milwaukee ESAA Title VII Magnet School Program. Evaluation Report: 1978-1979.
INSTITUTION	Milwaukee Public Schools, Wis.
BUREAU NO	589AH80048
PUB DATE	79
GRANT	G007805141
NOTE	288p.: Photographs may be marginally legible.
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Academic Achievement; Elementary Secondary Education; *Magnet Schools; Multicultural Education; *Program Effectiveness; Program Evaluation; Racial Integration; Racial Relations; *School Desegregation; Urban Schools; Voluntary Desegregation
IDENTIFIERS	*Emergency School Aid Act Title VII; *Wisconsin (Milwaukee)

ABSTRACT

Funds provided by the Emergency School Aid Act Title VII Magnet Project in 1978-1979 were largely responsible for attainment by the Milwaukee Public Schools of voluntary desegregation through specialty schools designed to meet a variety of student needs and interests. The positive impact of magnet schools on system goals was confirmed by evaluation findings showing that (1) the majority of magnet program students reported that, compared with the previous year, they had more friends of other races and ethnic groups and attributed this to school-initiated activities; (2) magnet third and seventh grade students exceeded 1977-1978 city-wide reading and mathematics achievement with a larger percentage of high scorers and a smaller percentage of low scorers; (3) 86% of magnet parents reported satisfaction with their children's educational program; (4) 80% of high school students reported that they liked their magnet career specialties and 70% intended to re-enroll; and (5) the multicultural climate of magnet schools was assigned a significantly higher rating than comparable non-program schools. The few negative findings were limited to two failures to meet standards of racial balance and minor deviations from the high criteria set for program objectives. (Author/MK)

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MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

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MILWAUKEE ESAA TITLE VII MAGNET SCHOOL PROGRAM

EVALUATION REPORT

1978 - 1979

Grant Number G007805141
Project Number 589AH80048

Division of Planning and
Long-Range Development

Department of Educational Research
and Program Assessment

UD020698

ABSTRACT

Funds provided by the ESAA Title VII Magnet Project in 1978-1979 were largely responsible for attainment by the Milwaukee Public Schools of voluntary desegregation through specialty schools designed to meet a variety of student needs and interests. Federal funds supported the additional staff, inservice training, consultant services, and field trips needed to develop and implement the following magnet programs, which served 5,574 students.

Elementary:

Elm	Creative Arts
Golda Meir	Gifted and Talented
Hawley	Environmental Studies
MacDowell	Montessori
Sixty-Eighth Street	Multi-Language
Twentieth Street	Science, Health, and Physical Education
Twenty-First Street	Teacher/Pupil Learning Center

Junior High:

Fritsche	Visual and Performing Arts
King	Gifted and Talented
Kosciuszko	Multi-Unit/Individually-Guided Education, Multi-Cultural/Bilingual

Senior High:

Bay View	Visual and Performing Arts
King	College Preparatory
Marshall	Communications and Media
North Division	Medical, Dental, Health
Pulaski	Transportation
Riverside	Community Human Services
Washington	Computer Data Processing: Field Technician Component

The positive impact of magnet schools on system goals was confirmed by evaluation findings that:

-- The majority of magnet program students reported that, compared with the previous year, they had more friends of other races and ethnic groups. Much of this was attributed to school-initiated activities.

-- Magnet third- and seventh-grade students exceeded 1977-1978 city-wide reading and mathematics achievement with a larger **percentage of high** scorers and a smaller **percentage of low scorers.**

-- Eighty-six percent of magnet parents reported satisfaction with their child's educational program.

-- Eighty percent of high school students reported that they liked their magnet career specialties. Seventy percent intended to re-enroll.

-- The multi-cultural climate of magnet schools was assigned a significantly higher rating than comparable non-program schools.

The few negative findings were limited to two failures to meet standards of racial balance and minor deviations from the high criteria set for program objectives.

Evidence confirms the positive impact of magnet schools. Magnet programs geared to student talents and interests have been successful vehicles for voluntary desegregation and sources of community pride and participation in the Milwaukee Public Schools.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

LIST OF FIGURES vii

INTRODUCTION 1

PROGRAM SELECTION 5

PROJECT DEVELOPMENT 11

DESCRIPTIONS OF MAGNET SPECIALTIES 15
  Elementary School Projects
    City-Wide Teacher/Pupil Learning Center 23
    Montessori Magnet 27
    Environmental Studies 33
    School for the Gifted and Talented 39
    School for the Creative Arts 47
    Science, Health Education, and Physical Education 55
    Multi-Language School 59
  Middle/Junior High School Projects
    Gifted and Talented 71
    Multi-Unit/Individually-Guided Education, Multi-Cultural/Bilingual School 77
    Visual and Performing Arts Specialty 85
  Senior High School Projects
    Visual and Performing Arts 95
    Community Human Services 111
    Computer Data Processing 115
    Transportation 119
    Medical, Dental, Health 127
    Communications and Media 133
    High School for the College Bound 141

EVALUATION 145
  Summative Evaluation 147
    Assessment of Objective I 151
    Assessment of Objective II 153
  Process Evaluation 183
    Activity Report 184
    Consultant Report 186
    Multi-Cultural Survey 187

SUMMARY 191

REFERENCES 195

LIST OF TABLES

Table Page

1 Milwaukee Public Schools ESAA Title VII Magnet Program Enrollment, Fall 1978 9

2 Milwaukee Public Schools Project Data, ESAA Title VII Magnet Programs, 1978-1979 19

3 Evaluation Chart 148

4 ESAA Title VII Magnet Program Student Survey, Spring 1979 . . 154

5 Percent of Third-Grade Pupils Scoring in Three Categories of the Distribution, Metropolitan Achievement Tests 164

6 Percent of Grade Seven Pupils Scoring in Three Categories of the Distribution, Metropolitan Achievement Tests 165

7 ESAA Title VII Magnet Program Parent Survey, Spring 1979 . . 168

8 Test Results, Environmental Education 174

9 Percents of Third-Grade Pupils Scoring in Three Categories of the Percentile Rank Scale English Language Arts Subtests of the Metropolitan Achievement Tests 1979 . . 176

10 Percent of Third-Grade Pupils in the High Creativity Category of the GIFT Test 179

11 Percent Response, Magnet High School Survey 181

12 Magnet Staff Opinion of Activity Reports 184

13 Multi-Cultural Survey, Magnet Schools Vs. Comparison Schools 187

LIST OF FIGURES

Figure		Page
1	ESAA Title VII Magnet Schools 1978-1979	10
2	Percent of Pupils Scoring in Three Categories of the Distribution of the Metropolitan Achievement Tests: Comparison of 1978-1979 Magnet Program With 1977-1978 City-Wide Performance	163
3	English Language Arts Performance, Grade Three, Multi-Language School	177

INTRODUCTION

INTRODUCTION

1978-1979 was the second year of Milwaukee's Magnet School Program, which was part of a design to accomplish voluntary integration by creating a variety of special schools which would attract area-wide or district-wide enrollment. The aim was to expedite the Federal Court order for a racial balance of 25 percent to 50 percent Black enrollment in two-thirds of the schools during the period 1977 to 1979. As an alternative to forced bussing, Milwaukee responded to the mandate by developing programs geared to the special interests and learning styles of its students.

Parents selected three attendance area or city-wide specialty schools for their children. Students were assigned to the selection which would enhance racial balance. This procedure resulted in voluntary movement out of neighborhood schools for enrollment in specialty schools. Transportation of elementary and handicapped children was provided by the school system.

The ESAA Title VII Magnet School Program provided support for specialty programs in schools which had achieved desegregation as defined by the United States Office of Education, 20 percent to 50 percent minority enrollment. Six high schools, one junior/senior high school, two junior high schools, and seven elementary schools were served. Federal funding in the amount of $2,002,359 was awarded to staff for teaching and curriculum development, inservice training, consultant services, field trips, and equipment to implement 15 different specialties in the 17 magnet schools. Five thousand five hundred seventy-four students enrolled in magnet programs in Fall 1978.

This report includes descriptions of the program selection process; the magnet specialties; the objectives, evaluation design, and outcomes, and recommendations based on the findings.

PROGRAM SELECTION

PROGRAM SELECTION

In the spring of 1978, all parents were requested to select three schools which they preferred to have their children attend in September 1978. The range of choices included enrolling in magnet and other specialty schools, enrolling in neighborhood schools, transferring to another school in the neighborhood league, transferring to a participating suburban school if a minority student, or transferring to any city school where there was room and where racial balance would be enhanced. On a voluntary basis, juniors and seniors could elect to transfer on a full- or part-time basis to one of 18 different city-wide career specialty programs including all secondary magnet programs.

Transportation to specialty schools was provided by the Milwaukee Public Schools through a complex school/bus network.

Magnet Schools

Senior high career magnet programs operated at city-wide specialty schools.

The junior high Visual and Performing Arts Magnet was available only to those living in the Fritsche Junior High zone.

All elementary magnet programs operated as city-wide specialty schools except the Science, Health, and Physical Education Program at Twentieth Street School.

The 1978-1979 magnet school programs and enrollments are detailed in Table 1. A total of 5,574 students were served: 2,557 at elementary, 1,782 at junior high, and 1,235 at senior high. The location of magnet schools is illustrated in Figure 1.

TABLE 1

MILWAUKEE PUBLIC SCHOOLS
ESAA TITLE VII MAGNET PROGRAM ENROLLMENT, FALL 1978

SCHOOL	SPECIALTY	MAGNET GRADE LEVEL	1978-1979 MAGNET ENROLLMENT	FIRST YEAR OF PROGRAM
Elementary:				
Elm	Creative Arts	K-6	338	77-78
Golda Meir	Gifted and Talented	4-6	224	76-77
Hawley	Environmental Studies	K-6	262	78-79
MacDowell	Montessori	K-5	477	77-78
Sixty-Eighth Street	Multi-Language	K4-4 German K4-LP French	187	77-78
Twentieth Street	Science, Health, and Physical Education	K-6	521	77-78
Twenty-First Street	Teacher/Pupil Learning Center	LP-6	548	78-79
			ELEMENTARY TOTAL 2,557	
Junior High:				
Fritsche*	Visual and Performing Arts	7	460	77-78**
King	Gifted and Talented	6-8	395	77-78
Kosciuszko	Multi-Unit/Individually-Guided Education, Multi-Cultural/ Bilingual	7-9	927	77-78**
			JUNIOR HIGH TOTAL 1,782	
Senior High:				
Bay View*	Visual and Performing Arts	9-12	283	78-79
King	College Preparatory	9-11	283	78-79
Marshall*	Communications and Media	9-12	119	77-78
North Division*	Medical, Dental, Health	10-12	161	78-79
Pulaski*	Transportation	10-12	167	78-79**
Riverside*	Community Human Services	9-12	75	77-78
Washington*	Computer Data Processing: Field Technician Component	9-12	147	78-79
			SENIOR HIGH TOTAL 1,235	
			MAGNET TOTAL 5,574	

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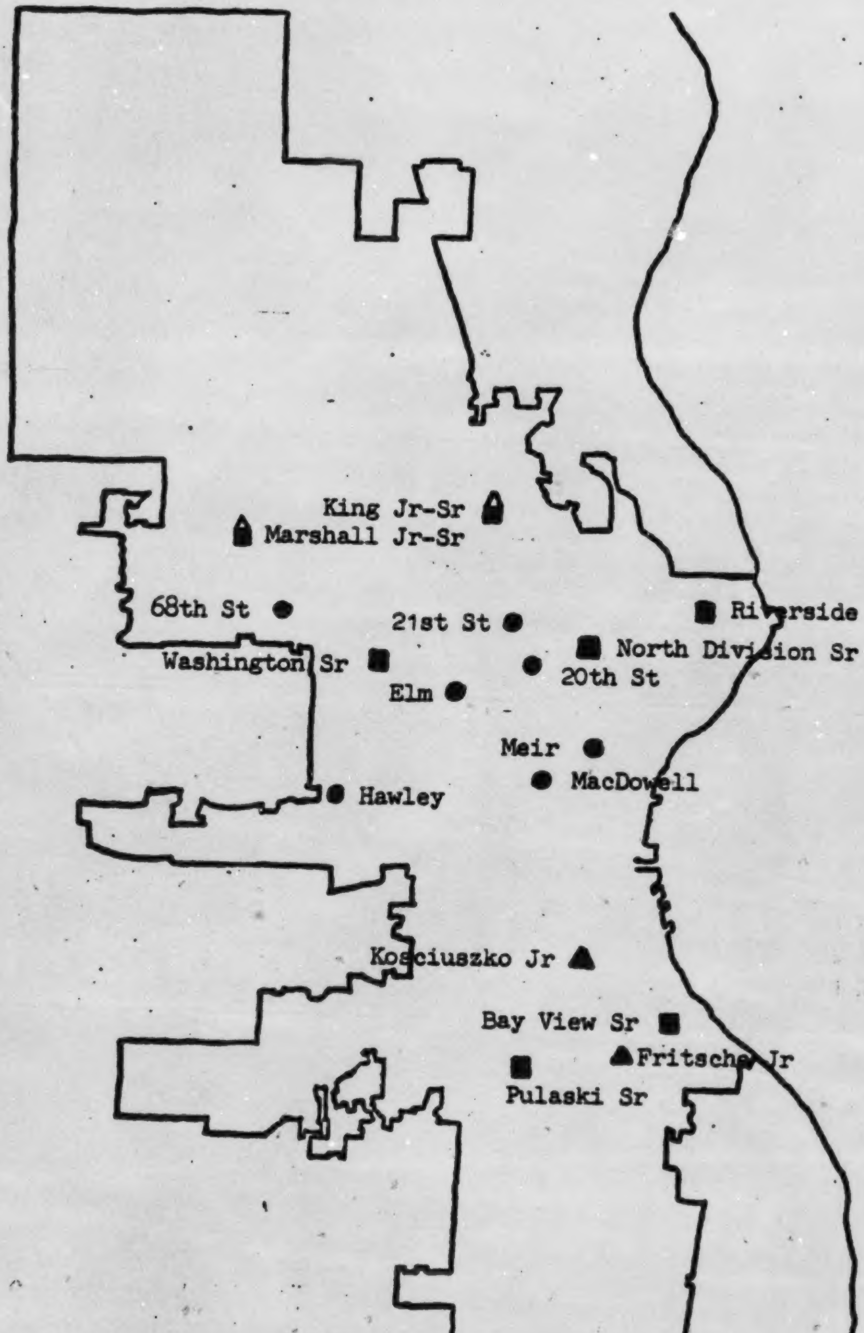
* Program within school

** First year was devoted to program planning.

FIGURE 1. ESAA TITLE VII MAGNET SCHOOLS
1978-1979


King Jr-Sr
Marshall Jr-Sr
68th St
21st St
Riverside
North Division Sr
Washington Sr
20th St
Elm
Meir
MacDowell
Hawley
Kosciuszko Jr
Bay View Sr
Fritsche Jr
Pulaski Sr

PROJECT DEVELOPMENT

PROJECT DEVELOPMENT

Parent/Community/Staff/Student Involvement

Suggestions for specialty programs and desegregation plans were recommended to the school administration and/or the Board of School Directors by high school career specialty citizen committees and by the Committee of 100. The Committee of 100 represented 1,000 parents and staff representatives (plus students at the secondary level) elected at each local school who met regularly at the cluster level (a senior high school and its feeder schools). One of their tasks was the election of representatives from their clusters to the city-wide Committee of 100. Desegregation plans and proposals were thus reviewed by a group representing all areas of the city.

Administrative Involvement

Framework for the recommended magnet projects was developed by curriculum specialists in the Department of Elementary and Secondary Education of the Division of Curriculum and Instruction. Almost all magnet projects were innovations in Milwaukee. Some were new to the field of education anywhere. These unique curricula were developed in consultation with principals and were integrated with existing curricula and with special programs funded locally and/or at state and/or federal levels. One or more curriculum specialists were assigned to each magnet project for ongoing assistance with curriculum development and program operation.

In 1976, Milwaukee Public Schools were ordered by a Federal Court to desegregate. In 1977-1978, 18 magnet programs opened in 33 schools, and plans were completed for six unique programs to become fully operational the following year. In 1978-1979, there were 17 magnet programs housed in 16 schools. Seven of them were new magnet specialties.

ESAA Title VII Support

Milwaukee's ESAA Title VII Magnet School Proposal was approved and funded in November 1978. Federal support of $2,002,259 made possible the appointment of a program coordinator and program implementors, the implementation of the evaluation plan, the purchase of special equipment, inservice training and the employment of substitute teachers to release school staff for curriculum development, consultants, field trips, and operating expenses.

Magnet funding was denied for the continuation of the following 1977-1978 elementary programs: Continuous Progress, Fundamental Education, Multi-Unit/Individually-Guided Education elementary schools, and Open Education.

DESCRIPTIONS OF MAGNET SPECIALTIES

The 1978-1979 Milwaukee Magnet Programs were:

SCHOOL	MAGNET SPECIALTY
Elementary	
Elm	Creative Arts
Hawley	Environmental Education
Meir	Gifted and Talented
MacDowell	Montessori
Sixty-Eighth Street	Multi-Language
Twentieth Street	Science, Health, and Physical Education
Twenty-First Street	Teacher/Pupil Learning Center
Middle/Junior High	
King	Gifted and Talented
Kosciuszko	Multi-Unit/Individually-Guided Education, Multi-Cultural/Bilingual
Fritsche	Visual and Performing Arts
Senior High	
King	School for the College Bound
Marshall	Communications and Media
North Division	Medical, Dental, Health
Riverside	Community Human Services
Washington	Computer Data Processing: Field Technician Component
Pulaski	Transportation
Bay View	Visual and Performing Arts

This section describes each 1978-1979 magnet specialty program at elementary, junior high, and senior high levels. Pupil and staff data are reported in Table 2.

Magnet programs added unique characteristics to the basic curricula in order to attract pupils to special learning environments or special subject emphases. The programs are described in terms of these unique characteristics, as reported by the participating schools. Following each brief program description are school reports of field trips and inservice sessions held during the year, plus the identification of consultants and ratings of the quality of their services or presentations. Members of advisory committees to high school career specialties are also listed.

TABLE 2

MILWAUKEE PUBLIC SCHOOLS
PROJECT DATA, ESAA TITLE VII MAGNET PROGRAM, 1978-1979

MAGNET PROGRAM	SCHOOL	GRADE LEVEL	PUPIL DATA: Total Enrollment		Percent* Minority		Magnet Enrollment		MAGNET SCHOOL PROGRAM PERSONNEL			
			Sept	Apr	Sept	Apr	Sept	Apr	Implementor	Teacher	Paraprofessional	General Aide
Creative Arts	Elm	K-6	338	345	46.2	44.1	338	345		2	2	
Environmental Education	Hawley	K-6	262	256	48.1	46.1	262	256	1			
Gifted and Talented	Golda Meir	3-5	224	220	38.9	39.6	224	220	.4		3	
Montessori	MacDowell	HS-5	477	494	54.8	54.5	477	494		3	2	6
Multi-Language	68th Street	K-4	187	189	47.6	45.6	187	189	1	3	7	
Science, Health, and Physical Education	20th Street	HS-6	521	513	81.2	83.1	521	0		2		
Teacher/Pupil Learning Center	21st Street	K-6	548	549	73.8	83.1	548	549		3	6	
Gifted and Talented	Rufus King Middle	6-8	678	698	51.5	49.6	395	423	.6	2	2	
Multi-Unit/Individually-Guided Education, Multi-Cultural/Bilingual	Kosciuszko Junior High	7-9	927	947	46.5	47.1	927	947		3	7	
Visual and Performing Arts**	Fritsche Junior High	7-9	1224	1160	34.4	33.0	460	440		4.7	2	
College Preparatory	Rufus King High	9-11	678	698	51.5	49.6	283	275		1	10	
Communications and Media**	Marshall High	9-12	2641	2462	39.4	39.2	150			2		
Community Human Services**	Riverside High	9-12	1039	966	53.3	52.6	84			2		

* Minority = American Indian, Black, Asian, Spanish-Surname, Other Non-White

** Program within a school

TABLE 2 (Cont'd)

MILWAUKEE PUBLIC SCHOOLS
PROJECT DATA, ESAA TITLE VII MAGNET PROGRAM, 1978-1979

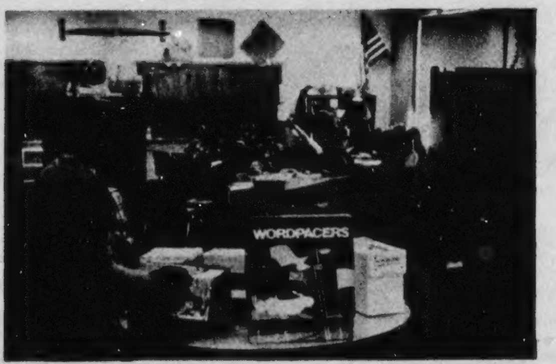
MAGNET PROGRAM	SCHOOL	GRADE LEVEL	PUPIL DATA						MAGNET SCHOOL PROGRAM PERSONNEL			
			Total Enrollment		Percent* Minority		Magnet Enrollment					
			Sept	Apr	Sept	Apr	Sept	Apr	Implementor	Teacher	Paraprofessional	General Aide
Computer Data Processing: Field Technician Component**	Washington High	9-12	1884	1651	57.6	56.9	190			1.2		
Medical, Dental, Health**	North Division High	9-12	1416	1409	97.5	97.8	150	0		1.2	2	
Transportation**	Pulaski High	10-12	2148	1909	20.2	19.2	137		.6	3		
Visual and Performing Arts**	Bay View High	9-12	2197	2041	25.9	25.3	288		1	4		
TOTALS	17								4.6	37.1	43	6

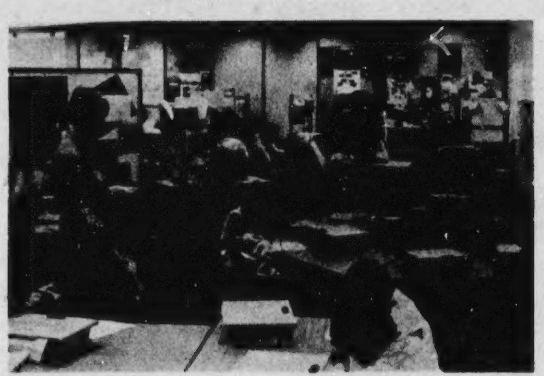
* Minority = American Indian, Black, Asian, Spanish-Surname, Other Non-White

** Program within a school

TEACHER-PUPIL LEARNING CENTER

21st ST


WORDPACERS



City-Wide Teacher/Pupil Learning Center

The new Twenty-first Street School, a City-Wide Teacher/Pupil Learning Center, emphasized basic skills through an individualized diagnostic/prescriptive approach. The pupil population numbered 560 kindergarten through grade six children. Two weeks per month six teachers from other schools attended Twenty-first Street School for a two-week inservice on the diagnostic/prescriptive approach to teaching the basic skills. The workshop included an opportunity for the participants to diagnose two pupils from their own classrooms.

The teaching of basic skills in reading, language arts, and mathematics was individualized. For pupils whose learning style was suited to drill and practice, a computer-assisted instruction program evaluated progress at intervals for strengths and weaknesses as a basis for the next sequence of instruction. Basic reading, math, and language arts skills were integrated into science, art, music, and social studies via a multi-book, multi-sensory, and multi-media approach.

Two reading resource teachers, six paraprofessionals, and one computer systems developer were included in the $231,150 ESAA Title VII budget.

One unique reading motivator was an Associated Press teletype which printed out current news translated into a fourth-grade reading level. All students had an opportunity to participate on student editor teams which classified and distributed the news throughout the school.

A city-wide reading clinic provided intensive reading instruction for eligible pupils transported by their parents from other public and parochial schools. One-hour sessions were held several times a week on a semester basis.

FIELD TRIPS

TWENTY-FIRST STREET SCHOOL
TEACHER/PUPIL LEARNING CENTER

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
September 1978	Museum	Interrelationships of social studies unit with language arts skills	92	LP
September 1978	Museum	Interrelationships of social studies unit with language arts skills	32	6th
September 1978	Zoo	Build understandings of animals and vocabulary skills	10	EMR
October 1978	Burczaks' Pumpkin Farm	To relate experiences to language development and art experiences	73	Kgn
October 1978	Green Meadows Farm	Interrelationship of science unit with language arts skills	92	LP
October 1978	Green Meadows Farm	Interrelationship of science and social studies unit with language arts skills	75	MP
October 1978	Neighborhood Library	Introduction to how to use a library card	75	MP
October 1978	Apple Orchard	Interrelationship of science and social studies unit with language arts skills	92	UP
October 1978	Neighborhood Library	Introduction to how to use a library	23	UP
October 1978	Upham Woods (camp)	Three days of human relationships development and introduction of new school environment and how people work together	85	5th
October 1978	Green Meadows Farm	Interrelation of vocabulary and study of the farm unit	10	EMR
October 1978	Garfield School	Socialization and learning how to take city bus	10	EMR
November 1978	Zoomobile visits 21st	Interrelationship of science unit with language arts skills	93	4th
November 1978	Pabst Theater	Study of musical play and how the music affects the emotions	32	6th

FIELD TRIPS

TWENTY-FIRST STREET SCHOOL
TEACHER/PUPIL LEARNING CENTER

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
November 1978	Breakfast with Santa	Language arts and holidays	69	LP
November 1978	Center Street Library	Library procedures and motivations for independent reading	73	UP
January 1979	Marquette Varsity Theater	"Androcles and the Lion", to introduce fables and theater	94	4th
February 1979	Madison School Planetarium	Science - Solar System	74	MP
February 1979	Potters Forest	Environmental science	74	MP
February 1979	Museum	Science - The Earth's Crust	94	4th
February 1979	Johnson Skate Palace	Safety cadets meeting and skating	12	6th
March 1979	Potters Forest	Science and language arts	70	LP
April 1979	Zoo	Science - Animal Studies	83	Kgn
April 1979	Museum	Pioneer Wisconsin	94	4th
May 1979	Zoo	Science - Comparative Study of Animals	80	MP
May 1979	Center Street Library	Summer reading program	80	MP
May 1979	Pabst Theater	Language Arts - "It Must Be Magic"	94	4th
May 1979	Palmyra	Science - Ecological Balance	88	5th
May 1979	Terre Andre State Park	Science - Conservation	87	5th
May 1979	Bryant Nursing Home	Music - Fransican Vila	55	5th 6th
June 1979	Green Meadows Farm	Science - Farm Animals	18	Kgn
June 1979	Zoo	Science - Culmination Study of Environments of Animals	98	UP
June 1979	Center Street Library	Complete reports on Latin America studies	18	6th

INSERVICE TRAINING

TWENTY-FIRST STREET SCHOOL
TEACHER/PUPIL LEARNING CENTER

Date:	Subject Covered:	Number of Participants:	Consultant(s):
October 1978	Math	20	Mr. Glassman
November 1978	Leir Language Arts	25	Carole Elshultz
January 1979	Multi-Ethnic Social Studies and Sexism in Materials	25	Laura Harris and Judy Heine
January 1979	Diagnosing and Prescribing Language Arts	25	Mary Schott
January 1979	Science as Interrelated to Language Arts	25	Marty Ordinance
January 1979	A.P. Teletype	30	Dr. Harrington

FIRST- AND SECOND-GRADE
MONTESSORI STUDENTS WORKING
A) ABACUS, B) TELLING TIME
C) SHORT DIVISION WITH BEADS

FIRST- AND SECOND-GRADE
MONTESSORI STUDENTS WORKING IN CLASS
A) ENVIRONMENTAL OBJECT LABELING
B) TRACING AND LABELING
FIGURE OF HERSELF

MR. BILLY DANIELS OF THE
"WE INDIAN" PROGRAM LEADING
THE MACDOWELL STUDENTS
IN A CIRCLE DANCE

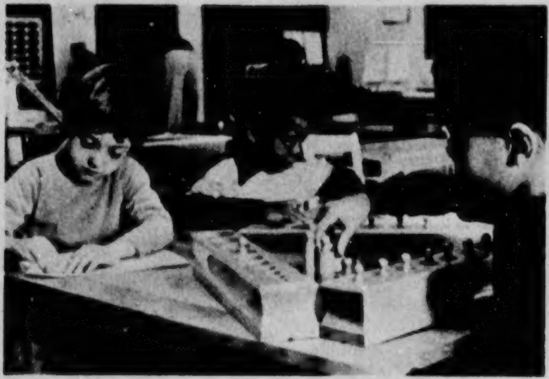
KINDERGARTEN MONTESSORI STUDENTS
WORKING THE
CYLINDER BLOCKS AND WRITING

ADDITION WITH AN ABACUS
SHORT DIVISION WITH BEADS

MR. BILLY DANIELS OF THE
"WE INDIAN" PROGRAM LEADING
THE MACDOWELL STUDENTS
IN A CIRCLE DANCE

MONTESSORI

Mac DOWELL SCHOOL



Montessori Magnet

The Montessori method of guided self-education by means of a prepared environment was first used at a Milwaukee kindergarten in 1973. Dr. Maria Montessori, developer of the "learn through experience" method, was an Italian educator who believed that normal children learn best in an enriched environment where they are free to make discoveries and correct their own errors. In 1976, MacDowell School became a city-wide Montessori specialty school for voluntary integration. The original Montessori kindergartens, which had expanded to four sites, were moved to MacDowell, and the program was expanded to include the primary years.

A kindergarten through fifth grade total Montessori program served 455 pupils. ESAA Title VII provided $137,029 for two Montessori teachers, one ethnic studies teacher, school aides, inservice training, consultants, and field trips. Compared with traditional education, Montessori had greater emphasis on cognitive development, fewer pupils per teacher, pupil selection of his/her work and own pace, teacher as a facilitator for individual pupil work, and concept development arranged from concrete to abstract. There was mixed age grouping and individual instruction.

An Ethnic Resource Center was developed and integrated into the curricula from map work in kindergarten through the study of continents in elementary grades. Inter-racial and inter-cultural arts activities and field trips included families and staff.

Parents were involved in a Montessori Parent Education Course, a Parent Training Study group, and parent meetings, all at MacDowell School.

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School MacDowell Elementary Program Montessori Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
10/20/78	Hildegard Saltzbacher, Director, International Montessori Training Center	Classroom observation and recordkeeping		X		
1/5/79	Bonnie Daniels, We Indian Program	Native American culture. For staff and pupils. Cultural Awareness Presentation	X			
1/6/79	Marlene Cummings, Madison Public Schools	Workshop on the Individual Differences Program. For staff and parents	X			
1/31 - 2/7/79 (6 days)	Jean Bardgett	Northern European Countries, staff training in background. Six full days in classroom presentations. "Well known" for her material.	X			
2/26/79	T. Williams	History of Afro-American peoples to faculty and students		X		

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School MacDowell Elementary Program Montessori Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
3/20-21/79	Naraye Lee	African history and culture for pupils. Specializing in folk tales	X			
3/26/79	Onotolokum Omokunde	Slide and musical presentation of African village culture including explanation of names, artifacts, and drumming	X			
4/9-10/79	Mr. Willie Henderson, Artist	Ethnic awareness in art education	X			
4/23/79	Felipe Rodriguez, Jr., Academic Advisor, University of Wisconsin - Milwaukee	Puerto Rican history through stories and music. Staff and pupils	X			
4/26/79	Cindy Haines, Montessori teacher	Materials about English culture to four- and five-year-olds	X			
4/27/79	Hildegarde Barker, Montessori Teacher Trainer, Midwest Montessori Center	Incorporation of ethnic studies into Montessori Social Development Program	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School MacDowell Elementary

Program Montessori Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
4/28/79	Marlene Cummings, Madison Public Schools	Prejudice, awareness of cultural diversity, and an Individual Differences program	X			
5/9/79	Tom Echart, Arts Development Council, University of Wisconsin - Milwaukee Extension and Deborah Aronson, Director, Milwaukee Children's Theater	"Better Than New", a play for staff, parents, and pupils. Written and produced by children. Stressed value of each individual	X			
2/19/79	Mr. Anthony Brown and Present Theatre, Inc. cast	Presented one performance of "Kids - People Always Ask What I Want To Be When I Grow Up".				

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: MacDowell Montessori PROGRAM: Ethnic Studies Program

COORDINATOR: Timothy R. Souers

Program Advisory Committee

Name			
Last	First	Title	Organization
McCaskill, Sam		MacDowell Parent	
Sadowski, Ms.		MacDowell Parent	
Sadowski, Mr.		MacDowell Parent	

42

GRADE 1
CREATIVE DRAMATIC PERFORMANCE
COTTON-TAILED RABBIT

GRADE 1
MONARCH BUTTERFLIES EMERGE,
OBSERVING CHYRISALIS FROM STAGE IN
INSECT CAGE CONSTRUCTED BY CLASS

GRADE 6
ONGOING CLASSROOM
PLANT STUDY OF
TROPICAL, DESERT,
AND SEASONAL
LOCAL VEGETATION

GRADE 2
KEYING EVERGREENS
(IDENTIFYING SPECIES
BY USE OF A KEY)

GRADE 2
MINI-GROUP DISCUSSION OF
WINTER BIRDS USING
CLASS-DEVELOPED CHART

GRADE 1
SINGING SONG,
"COTTON-TAILED RABBIT SONG"
COMPOSED BY CLASS

Butterflies

ENVIRONMENTAL EDUCATION

HAWLEY SCHOOL

Winter Birds

Environmental Studies

Environmental education started in Milwaukee in 1970 with the development of field trip guides and general curriculum guides at the elementary and secondary levels. This timely course of studies was made the focus of an entire elementary school in Fall 1978. The Environmental Studies Magnet at Hawley Road School initiated a kindergarten through sixth grade inter-disciplinary program to "consider the environment in its totality -- natural, human-made, ecological, political, economic, technological, social, cultural, and aesthetic".

Included in the ESAA Title VII $51,655 budget were a full-time school interpreter specialist resource teacher and funds for inservice training, consultants, field trips, and equipment (e.g., aquaria, terreria, microscopes).

Teacher training started with a three-week summer workshop at Audubon Nature Center and Wehr Nature Center.

Accomplishments during the first program year included: inservice sessions on environmental education, curriculum ideas by expert consultants, selection of environmentally-oriented science and social studies texts, acquisition of unique curriculum materials, frequent field trips, pupil involvement in improvement of school environment by outdoor plantings and interior art, and a year-end art/music production for parents and community.

Development of written curricula by grade level is scheduled for 1979-1980.

FIELD TRIPS

HAWLEY ROAD SCHOOL
ENVIRONMENTAL STUDIES

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
10/13/78	Pioneer Village	Contrast pioneer environment to modern environment	45	Gr 4
10/25/78	Oak Ridge Farm	Rural environment study	42	Gr 1
10/26/78	Batzlers' Pumpkin Farm	Harvest of autumnal crops	22	Kgn
10/23/78	Batzlers' Pumpkin Farm	Harvest of autumnal crops	15	Gr 1
10/31/78	Wehr Nature Center	Weather unit and animal adaptations	51	Gr 5 and 6
11/17/78	Museum	Rocks and mineral unit	45	Gr 4
12/12/78	Zoo	Animal study	66	Gr 1 and 4
12/13/78	Times Theater	Environmental film	66	Gr 4 and 5
12/14/78	Zoo	Animal study	66	Gr 1, 2, and 5
12/14/78	Oak Ridge Farm	Rural environmental study	44	Gr 5 and 6
12/15/78	Zoo	Animal study	44	Gr 2 and 3
12/18/78	Gimbel's Department Store	Urban environmental study	41	Kgn (4-5 yr old)
12/20/78	Mitchell Park Conservatory	Holiday plant study		Gr 1 and 5
1/10/79	Wehr Nature Center	Winter animal tracking	44	Gr 2 and 3
1/18/79	Wehr Nature Center	Winter animal tracking	44	Gr 5 and 6

FIELD TRIPS

HAWLEY ROAD SCHOOL
ENVIRONMENTAL STUDIES

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
1/23/79	Wehr Nature Center	Winter animal tracking	44	Gr 4
1/31/79	Hamilton Planetarium	Astronomy unit	44	Gr 5
2/2/79	Wehr Nature Center	Winter animal tracking	44	Gr 1 and 2
2/13/79	Polmyra Nature Area	Winter ecology hike and winter sports	44	Gr 4
2/20/79 2/22/79	Hoffer's Fish Store	Aquarium studies and fish study	234	Kgn thru Gr 6

INSERVICE TRAINING

HAWLEY ROAD SCHOOL
ENVIRONMENTAL STUDIES

Date:	Subject Covered:	Number of Participants:	Consultant(s):
11/16/78	Social studies texts relationship to environmental education (one hour presentation)	12 teachers	Houghton-Mifflin Company, Kathy Lawrence
1/6/79	U.S. Forest Services -- Process Approach to Mini-Investigations	12 teachers	U.S. Forest Service, John Pager

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Hawley

Program Environmental Education Speciality

Date	Consultant	Presentation	Value Rating A	B	C	D
2/14-15/79	Jim Reider, President, Timber Wolf Farms Foundation, Inc.	Endangered animals, predator-prey theory, live wolves: For pupils	X			
2/19/79	Lorrie Otto, Naturalist	Benefits of natural meadow and prairie plantings. Test resources and suggested pupil projects. Slide presentation		X		
5/2/79	Bill Brennan, Artist	Tree study combined with art demonstration	X			
5/4/79	Sister Erna Dawn, Ornithologist, School Sisters of Notre Dame	Birds: lecture, display of birds, nests and eggs, question period	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

INDEPENDENT
PROJECT
ASSIGNMENT

ORFF BAND
ENSEMBLE

FREE HAND
ART
SKETCHING

SMALL GROUP
CREATIVE
WRITING

EINSTEIN
SCIENCE CLUB
EXPERIMENT

GIFTED AND TALENTED
GOLDA MEIR SCHOOL

School for the Gifted and Talented

Fourth-, fifth-, and sixth-grade pupils, considered by teachers and parents to have special capabilities in achievement, study skills, self-confidence, creativity, and leadership, were eligible for enrollment in the Fourth Street School for the Gifted and Talented starting in 1976. The name was changed to Golda Meir School in 1979 in memory of the former student.

The old downtown school was built in 1890 and renovated in 1976 to recapture a colorful turn-of-the-century atmosphere. Large windows, high ceilings, brass hardware, stained glass windows, and hardwood floors helped to create a sense of space designed to heighten educational experiences. Research by pupils resulted in the designation of the school as an urban landmark in Spring 1978.

Challenging "indepth" curricula were developed for these highly-motivated pupils in a stimulating self-contained classroom environment. A variety of individual and group learning options were offered in the academic area. The program was enriched by classics clubs, community field trips, an involvement approach to science, a school newspaper, letter-writing club, and mathematics, science, and fine arts paraprofessionals who helped pupils interested in special projects. Music lessons on a variety of instruments, chorus, band and dance also were available. Art activities were integrated into the curriculum and included such special projects as ceramics, cartooning, architectural design, and an outdoor mural. Interested pupils could join a French immersion class. The physical education program included intra-mural sports and an Olympic Games Day. Home economics stressed consumer awareness. Projects were created in industrial arts using the school's original shop tools. Daily noon hour activities included sports, clubs, arts and crafts, library activities, lunch with community representatives, and cooking classes. A full-time guidance counselor and reading resource teacher provided special services. Achievement of the goal of enrichment and challenge for pupils of various talents was implemented by expanding the curricula for self-motivated learners.

ESAA Title VII funded paraprofessional math and science aides, a part-time curriculum coordinator, staff inservice, and equipment and supplies.

Parents shared their special talents with students and also served as volunteer tutors.

Several students who exhibited behavior problems at other schools were successfully mainstreamed into constructive creative outlets.

School bus transportation presented problems in 1979 causing some students lengthy waits at bus stops and late arrival at school.

FIELD TRIPS

GOLDA MEIR SCHOOL
GIFTED AND TALENTED

Date:	Location:	Purpose:	Number of Participants/ Grade Level
11/14/78	Cardinal Stritch College	Play, "Thirteen Clocks"	
11/16/78	Riverside Theater	Movie, "Pippi in the South Seas" -- language arts experience	25 Gr 3 25 Gr 5
2/9/79	Center Theater	The "Wiz" as part of language arts and multi-cultural experience	50 Gr 3 50 Gr 4 50 Gr 5
2/13/79 to 2/15/79	King Middle School	Exchange Orientation Program	Gr 5
3/14/79	Auditorium	Talent Day -- To offer students chance to demonstrate talents to peers	
3/21/79	King Middle School	String Clinic Workshop -- To learn new techniques for strings	Gr 5 Violin and viola students
3/28/79 to 3/30/79	Camp Fred Loocke	Camp experience	25 Gr 5
5/4/79	Golda Meir Auditorium	Name Change Re-Dedication Ceremony -- Students presented musical program and presented an original play by the curriculum coordinator on the life of Golda Meir	9 Gr 5 and School Chorus
5/8/79	Pabst Theater	Theater Arts Production, "It Must Be Magic"	All school

INSERVICE TRAINING

GOLDA MEIR SCHOOL
GIFTED AND TALENTED

Date:	Subject Covered:	Number of Participants:	Consultant(s):
2/10/79	Creativity Workshop		Patricia Magestro and Anthea Bojar, Cardinal Stritch College
2/12/79	Leadership	7	Tim Ganigan, Ripon Public Schools
5/2/79	Data Bank -- Social Studies Program for Gifted and Talented Students	11	Bob David; Holt, Rinehart, and Winston

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Golda Meir Elementary

Program Gifted and Talented Magnet 4-6

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
2/10/79	Anthea Bojar	Establishment of learning centers for pupils of diverse ethnic backgrounds		X		
	Patricia Magestro	Interest/learning center strategies to meet needs of gifted and talented students from varying socio-economic backgrounds. For faculty		X		
3/2/79	Greater Milwaukee Council of Arts for Children	Ballet program, including extemporaneous dance, dance as exercise, and information about Interlochen School. For pupils	X			
5/7/79	Robert Male, Researcher, Research and Development Center, University of Wisconsin-Madison	Development of staff sensitivities to influence of racial, ethnic, socio-economic, and sexual backgrounds on teacher and student expectations of progress	X			
5/14/79	Robert Male, Researcher, Research and Development Center, University of Wisconsin-Madison	Programming and the instructional environment in relation to student-staff expectation of student progress		X		

A = Very Valuable
B = Valuable

C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Golda Meir Elementary

Program Gifted and Talented Magnet 4-6

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
5/16/79	Jim Rieder, President, Timber Wolf Farms Foundation, Inc.	Endangered species. Film, slides, and interaction with live wolves to faculty and students		X		
6/9/79	Robert Male, Associate Director, Guidance Institute for Talented Students	Defining and measuring creativity	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Golda Meir PROGRAM: Gifted and Talented

COORDINATOR: Martha Bingham

Program Advisory Committee

Name Last First	Title	Organization
Kaczmarek, Al	Principal	Golda Meir
Sorauf, Don	Guidance Counselor	Golda Meir
Bingham, Martha	Program Implementor	Golda Meir/King
Baumgartner, Jack and Julie	Curriculum Committee - Parent Group	Golda Meir/Parent Group
Beschta, Jack	Curriculum Specialist	Central Office
Marino, Cynthia	Teacher	Golda Meir School

ENTRANCE DESIGN RELATES TO
ALL-SCHOOL THEME OF "FABULOUS FANTASY".
ARTWORK CREATED BY STUDENTS
AND UW-M STUDENT TEACHER.

CREATIVE STORY-TELLING
IN THE GALLERY CANDY HOUSE
MOTIVATES MANY.

CREATIVE WRITING PERIOD
IN A THIRD-GRADE CLASSROOM

CREATIVE MOVEMENT CLASS IN GYMNASIUM,
EYE-CATCHING SUPER-GRAPHICS ON WALLS

CREATIVE ARTS

ELM SCHOOL

ARTS
CRAFTS

School for the Creative Arts

Elm School for the Creative Arts opened in September 1977 for kindergarten through sixth-grade pupils whose parents desired arts education integrated with the basic curriculum and increased opportunity for experience with all art forms. The building was renovated inside and out with rainbow colors and supergraphics to accommodate the special nature of the school. Creative expression in the visual arts, music, dance, drama, and creative writing was taught by specialists in well-equipped classrooms and studios. An art gallery displayed special exhibits and pupil work. All classroom teachers had expressed an active interest in the arts, and most had a major or minor in one of the arts. The specialists presented instruction within each art discipline, in addition to inter-relating the various arts.

The school staff and arts coordinator worked with curriculum supervisors to infuse the basic curricula with multi-cultural arts experiences. Curricula were developed around all-school themes, such as the "Fabulous Fantasy" shown on the picture page. Pupils, parents, and staff created the exhibits and artwork for the school's gallery, which became a center for interdisciplinary learning.

Most of the pupils were attracted to the creative arts school from other attendance districts. The program was characterized by high parent interest and participation.

The major problem involved sixth-grade students who were unable to continue in the specialty as junior-high students because Fritsche Junior High (Visual and Performing Arts Magnet) was designated as an attendance area specialty school rather than a city-wide specialty school.

Elm's curriculum coordinator and a teacher were members of a Milwaukee Public Schools team which attended a two-day conference on evaluating the arts in education. The working conference, held in Madison, was sponsored by the Wisconsin Alliance for Arts in Education and the Wisconsin Department of Public Instruction and were funded by the United States Office of Education.

FIELD TRIPS

ELM SCHOOL
CREATIVE ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
9/27/78	Lakefront	Related to all-school theme, transportation	40	Gr 3
			20	Gr 4
10/11/78	City	Tour of city, related to transportation unit	25	Gr 3
			25	Gr 4
			25	Gr 5
			25	Gr 6
10/13/78	Museum	View transportation exhibit, related to all-school theme	25	Gr 5
			50	Gr 6
10/17/78	Bradley Art Gallery	View artist interested in transportation	3	Gr 1
			3	Gr 2
			3	Gr 4
			3	Gr 5
			3	Gr 6
10/17/78	Pabst Theater	View a stage play, "Alice in Wonderland"	325 (Entire school)	
11/13/78	Cardinal Stritch Theater	View stage play, "Thirteen Clocks"	25	Gr 1
			50	Gr 3
12/8/78	UWM	View stage play, "Peter and the Wolf"	325	
12/12/78	Elm School	Alverno Players; music, dance, and acting	325	
12/14/78	Elm School	Opus 6 dance group	325	
12/78	Theater	"The Wiz", music and movement related to arts	50	Gr 4
			50	Gr 5
			25	Gr 6
1/9/79	Varsity Theater	Stage play, "Androcles and the Lion"	325	
1/30/79	PAC	Hear Milwaukee Symphony	75	Gr 4
				Gr 5
				Gr 6
2/6/79	Racine School of Fine Arts	Inter-related arts with another school	12	

FIELD TRIPS

ELM SCHOOL
CREATIVE ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level
3/2/79	Elm School	Interlochen Academy, dance program	325
3/5/79	Channel 18	Inter-related arts	Gr 5 Gr 6
3/7/79	St. Josaphat	Architecture	Gr 3 Gr 4
3/7/79 3/8/79 3/13/79	PAC	Children's Art From Around the World	325
3/8/79	PAC	Young People's Concert	Gr 3 Gr 4 Gr 5 Gr 6
3/8/79	Cardinal Stritch	Inter-related arts	Gr 5 Gr 6
3/12/79	Hawthorne Glen	Ecology	Gr 3 Gr 4
3/14/79	Lorna Balian	Author at Elm	325
3/14/79	Milwaukee Association of Commerce	Communication	Gr 3
3/16/79	Fritsche Middle/Junior High	Dance Club, to view program	Gr 5 Gr 6
3/20/79	King High	String workshop	75 All
3/27/79	PAC	Symphony	325
3/28/79	Elm School	Bay View dance group	325
4/23/79	Elm School	Gloria Visintin, Indian Awareness Through the Arts	325
4/26/79	Museum	Transportation	Gr 4 Gr 5

FIELD TRIPS

ELM SCHOOL
CREATIVE ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level
4/30/79	PAC	Henry Strozier, storyteller	Gr 1
5/1/79	Pabst Theater	View "It Must Be Magic"	Gr 3 Gr 4 Gr 5
5/2/79	Madison	Meet Senator Swan	Gr 5 Gr 6
5/2/79	Courthouse	Meet Judge Jackson	Gr 5
5/4/79	Elm School	Mary O'Neil, Author	325
5/7/79	Miller Brewery	Packaging	Gr 5 Gr 6
5/10/79	Elm School	Fritsche Music Program	325
5/13/79	Mader's	Ethnic foods	Gr 5
5/16/79	Landmarks Tour	Architecture	Gr 5
5/23/79	LaFonda Restaurant	Ethnic foods	Gr 5 Gr 6
5/31/79	Marionettes	Arts	325
6/5/79	Plato's Restaurant	Ethnic foods	Gr 5
6/7/79	Old World Wisconsin	Architecture	Gr 5 Gr 6
6/8/79	Jean Paul's Restaurant	Ethnic foods	French Club

INSERVICE TRAINING

ELM SCHOOL
CREATIVE ARTS

Date:	Subject Covered:	Number of Participants:	Consultant(s):
10/78, 11/78	Inter-relating the arts	7	Dr. Kent Anderson
11/21/78	Fairy Tales, all-school theme	20	Ms. Harris, Supervisor
1/13/79	Approaches to Aesthetic Education and the Arts in General Curriculum	16	Dr. Stan Madeja
2/17/79	Education Through Art	22	Dr. Al Hurwitz
3/3/79	Arts in the Classroom	15	Dave Baker; Brookline, Mass.
5/19/79	Multi-Ethnic Arts Workshop	18	Leona Zastrow; Santa Fe, New Mexico

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Elm Program Creative Arts Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
1/12-13/79	Edward Sweda, Music Educator and Dr. Stanley Madeja, Authority in Aesthetic Education	Concepts and strategies for achievement of school goals - staff development	X X			
2/16-17/79	Dr. Al Hurwitz	Instructional activities for relating various arts to the total curriculum. Two workshops for staff members	X			
3/2/79	Interlochen Outreach: Greater Milwaukee Council of Arts for Children	Dance exhibition for pupils	X			
3/2-3/79	David W. Baker	Workshop on development of school goals and instructional strategies, plus individual staff consultation	X			
3/14/79	Lorna Balian	The processes of book writing, illustration, and publication, presented to pupils	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
CONSULTANTS, 1978-1979

SCHOOL: Elm

PROGRAM: Creative Arts Magnet

DATE	CONSULTANT	PRESENTATION	VALUE RATING			
			A	B	C	D
12/13/78 - 12/31/78	Neverlett Biles	Dance/movement demonstration for students	X			
4/23/79	Gloria Visitin, American Indian	Explanation of Indian cultures through the use of baskets		X		
4/30/79	James Pease, Composer	Movement in contemporary music for pupils	X			
5/19/79	Leona Zastrow, Professor of Art, College of Santa Fe, New Mexico	Multi-cultural arts, emphasizing Indian arts, crafts, and lifestyles	X			
6/9/79	Robert Male, Associate Director, Guidance Institute for Talented Students	Defining and measuring creativity	X			

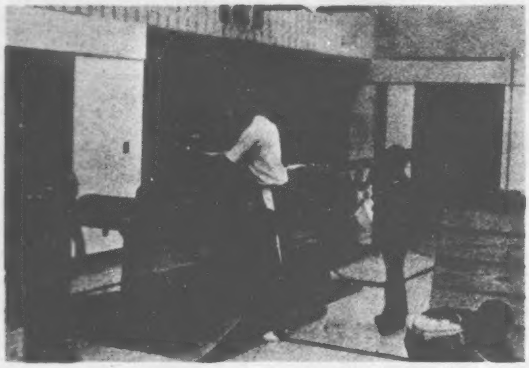
A = Very Valuable C = Slight Value
B = Valuable D = Minimum Value

THE PARALLEL BAR EXERCISE IS PART OF THE PALS (PERSONALIZED ACCOUNTABLE LEARNING SYSTEMS) PROGRAM. PUPILS PROGRESS THROUGH LEVELS OF SKILL FOR EACH ACTIVITY.

THE INSTRUCTOR IS ASSISTING A YOUNGSTER ON A GYMNASTIC HORSE. THIS UNIQUE PROGRAM INVOLVES A SERIES OF DIFFICULTY LEVELS IN WHICH CHILDREN HELP EACH OTHER.

THE INSTRUCTOR IS ADJUSTING THE TENSION LEVEL OF AN UPPER-BODY STRENGTHENING MACHINE. PUPILS ARE WORKING ON INDIVIDUAL PROGRAMS WHICH INCREASE STRENGTH, AGILITY, AND MOTOR CONTROL.

TWENTIETH STREET SCHOOL



HEALTH, PHYSICAL EDUCATION AND SCIENCE

Science, Health Education, and Physical Education

Twentieth Street School initiated the Science, Health Education, and Physical Education Magnet in 1977-1978. The four full-time teacher specialists provided by ESAA Title VII developed curricula.

Pupils had physical education classes four times per week. They were tested for strength, agility, and endurance prior to assignment to appropriate levels of PALS (Personalized Accountable Learning Systems), an individualized physical education program. Additional training was given once a week to children with motor deficiencies identified by the screening test. This adaptive program (individualized to child's disability) was unique. "Disabilities" included such problems as obesity and weakness. Good posture and high attendance were rewarded weekly on a school-wide basis.

Health education was taught by a specialist cooperatively with classroom teachers.

Pupils had weekly science classes in the system's best-equipped science room. The science, physical education, and health education programs were integrated. For example, anatomy, gymnastics, and nutrition could be complementary learning units.

The science, health, and physical education curricula were coordinated within the school and integrated with the Milwaukee Public Schools academic curriculum in a multi-cultural setting.

The specialty was removed from the ESAA Title VII Magnet Program in December 1978 because school enrollment failed to meet integration requirements. This was attributed to the following factors: entrance of many white pupils to the new Twenty-first Street School in the area, the policy of kindergarten attendance at neighborhood schools, and the arrangement of school bus routes. Although Science, Health, and Physical Education continued at Twentieth Street School as an attendance area specialty school, supported by MPS, loss of magnet funding resulted in the removal of 1.3 physical education and 0.3 health teacher positions, consultant services, inservice training, equipment, health screening, and field trips.

Program supervisors believe that the Science, Health, and Physical Education aspect is unique and exemplary. Their goal is reinstatement of the program as a city-wide magnet.

FIELD TRIPS

TWENTIETH STREET SCHOOL
SCIENCE, HEALTH, AND PHYSICAL EDUCATION

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
10/25/78	Green Meadows Farm Waterford, Wisconsin	To expose the children to the source of foods which they eat everyday; examples: cows being milked, chicken laying eggs, vegetables growing in fields, etc.	50	Gr 1
11/1/78	Zoo	To provide an experience to help children recognize the differences between living and non-living things (concepts of moving, growing, using energy); plus a follow-up of animal adaptations to their habitat (taught in science)	44	Kgn

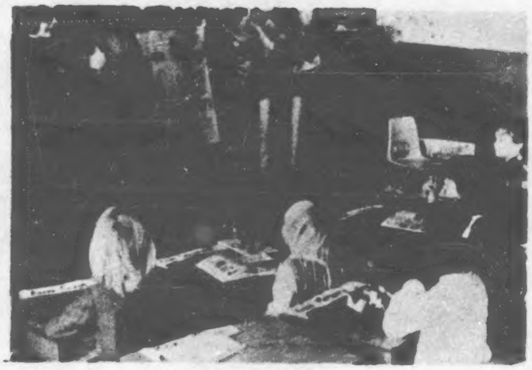
THE FIRST GRADERS ARE LEARNING
HOW TO READ IN GERMAN.

THESE PUPILS ARE LISTENING
TO A GERMAN STORY.

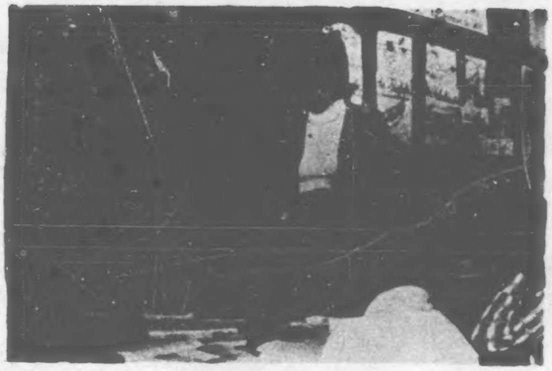
HERE IS A FOURTH-GRADE READING GROUP -
THE TEXT THEY ARE USING IS IN GERMAN.

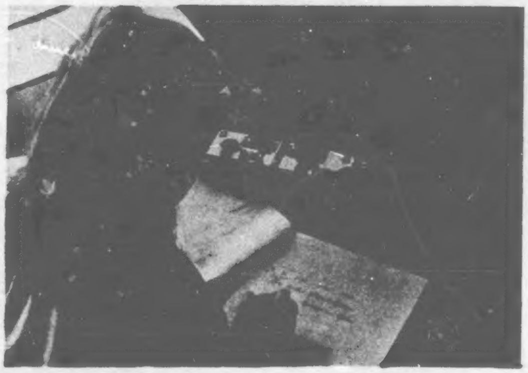
HERE IS A THIRD GRADER
WORKING ON INDEPENDENT SEATWORK.

THESE FIRST GRADERS IN THE FRENCH CLASS
ARE WORKING ON A READING ACTIVITY.



MULTI-LANGUAGE SCHOOL
68th ST





Multi-Language School

Sixty-eighth Street School opened as a Second Language Proficiency School in September 1977 for kindergarten through third grade with the only "total immersion" German program in the United States. In 1978, the German program was expanded to grade four, a French kindergarten/lower primary program was added, and the name was changed to Multi-Language School.

The program was modeled after the St. Lambert French Program in Montreal with proficiency in both the second and first language and grade-level proficiency as the major goals.

"Total immersion" means that for the first three years of the program all classroom communication is in German or French. Children learn the second language in a natural way by using it in meaningful situations. Pupils were taught subject content in German or French and acquired initial reading skills in German or French. All pupils were native English speakers. English language arts and English reading were introduced at middle primary. The percentage of subject instruction and classroom communication in the English language increased until Grade 5 after which equal time was devoted to English and German or French. Continuity will be provided by adding one German and one French grade level each year.

The building was remodeled to reflect the German and French cultures and features murals and rosemaling, bilingual signs in German and French, and window flower boxes.

The regular Milwaukee Public School curriculum was followed with purchased materials or translated into German and French by the bilingual teachers and a resource teacher. Materials were housed in a German/French school library of imported books and curriculum materials.

Parents were actively involved as volunteers and as participants enrolled in evening classes in German and French conversation sponsored in cooperation with the Recreation and Adult Education Division. Liaison was established with the Milwaukee German and French communities.

Many groups of local and national educators, linguists, and college students visited the school during 1978-1979.

A three-week summer session was held.

Plans for several inservice training sessions with consultants did not materialize due to a lack of French- and German-speaking substitute teachers. In addition, it was not possible to obtain French or German bilingual, part-time clerical help. The school's resource teacher was reassigned in March as curriculum specialist for foreign languages but continued to supervise the program until the resource teacher position was filled for Fall 1979.

Examples of menus and passwords used at the Multi-Language School are on Page 61.

Menu, Avril 1979

le 23 avril
Poisson pane avec
sauce tartare
Pommes de terre
Haricots verts
Petit pain
Compote de pommes
avec cannelle

le 24 avril
Bratwurst allemand
sur petit pain de mais
aver ketchup et
moutarde
Cassoulet
Celeri
Biscuit au beurre
de cacahuete

le 25 avril
Macaroni avec chili
Salade verte avec
vinaigrette
Pain italien
Gelatine aux fraises
fouettee

le 26 avril
Tranches de rosbif
au jus sur petit
pain francais
Grains de mais
assaisonnes
Salade de chou
rape avec
assaisonnement
Gateau aux fruits
glace

le 27 avril
Pain de viande avec
sauce veloutee
Riz au persil
Macedoine de
legumes
Pain a la banane
Moitie de pomme

Speisekarte fur April 1979

23. April
Fischscheiben mit
Sosse, gebratene
Kartoffelstuckchen,
grune Bohnen
Brotchen
Apfelmuss mit Zimt

24. April
Deutsche Bratwurst
mit Maisbrotchen,
Senf u. Ketchup
Sellerienstuckchen
Erdnussbutterkuchen

25. April
Chili mit Nudeln
Spinatsalat mit
Ol-Zitronen Sosse
Italienisches Brot
Erdbeergelatinen-
nachtisch

26. April
Rindfleisch au jus
mit Brotchen
Mais
Rot- und Weisskohl-
salat mit cremiger
Sosse
Obstkuchen mit Guss

27. April
gebackene Fleisch-
rolle mit Sosse
Ries
gemischtes Gemuse
Bananenbrot
Apfelhalfte

Passwords Used at the Multi-Language School

	Passwords	Redewendungen	Mots de passe
2-19	May I go to the bathroom?	Darf ich zur Toilette gehen?	Puis-je aller aux toilettes?
2-2	May I please have a drink of water?	Darf ich bitte Wasser trinken?	Puis-je aller boire de l'eau, s'il vous plait?
2-21	May I please wash my hands?	Darf ich bitte meine Hande waschen?	Puis-je me laver les mains, s'il vous plait?
2-22	May I please go to the office?	Darf ich bitte zum Buro gehen?	Puis-je aller au bureau, s'il vous plait?
2-26	Can you help me?	Kannst du mir helfen?	Peux-tu m'aider?
2-27	Can you help me?	Konnen Sie mir helfen?	Pouvez-vous m'aider?
2-28	Give me . . .	Gib mir . . .	Donne-moi . . .
3-1	Show me . . .	Zeig mir . . .	Montre-moi . . .
3-2	I'm almost done.	Ich bin fast fertig.	J'ai presque fini.

FIELD TRIPS

SIXTY-EIGHTH STREET SCHOOL
MULTI-LANGUAGE

Date:	Location:	Purpose:	Number of Participants/ Grade Level
11/28/78	Performing Arts Center	To enhance cultural awareness by attending performance of the Milwaukee Symphony Orchestra	LP MP UP Gr 4
2/28/79	Gallery of famous Black Americans	To observe Black History Month by viewing the contributions of famous Black Americans	Gr 4
3/7/79	Mill Road Theater	To view the movie, "Forever Young, Forever Free", in connection with Human Relations Week. The story emphasizes the deep friendship between a white and black boy.	LP-French LP-German MP UP Gr 4
3/14/79	Museum	To increase multi-ethnic awareness by viewing displays concerning Indians of North and South America	LP-French LP-German
3/15/79	Museum	To view a program entitled "The Earth's Crust"; to provide the children with opportunities to have group interaction experiences outside the classroom and foster close working relationships among the children	Gr 4
3/19/79	Oak Ridge Farm	To provide the children from a predominantly metropolitan background with awareness of rural community life as well as promoting cooperative working relationships among the children	K5-French K5-German LP-German
3/21/79	Oak Ridge Farm	To provide the children from a predominantly metropolitan background with awareness of rural community life as well as promoting cooperative working relationships among the children	UP Gr 4

FIELD TRIPS

SIXTY-EIGHTH STREET SCHOOL
MULTI-LANGUAGE

Date:	Location:	Purpose:	Number of Participants/ Grade Level
3/28/79	Museum	To look at Milwaukee's history with a view of the various ethnic components which contributed to the city	UP Gr 4
4/6/79	Zoo	To take part in a program entitled "Let's Celebrate Spring at the Zoo". This will provide the children with opportunities to relate to each other in a natural environment outside the classroom.	LP-French MP
5/2/79	Pabst Theater	To see the International Magic Show which will enhance multi-cultural dimensions of the school program	Gr 4
5/7/79	Zoo	To take part in the "Zoo Safari". The children will study animals of different countries. This will lead to discussion which will enhance the multi-cultural aspects of the program.	LP-German
5/17/79	Riverside Theater	Children will view the movies, "Heidi" and "Rumplestilskin", to enhance the multi-cultural dimensions of the school program.	LP-German MP UP Gr 4
5/23/79	Hawthorne Glen	To provide the children with opportunities to relate to each other in a natural environment outside the classroom. This trip will help to foster human relations among the children.	UP
5/23/79	Schlitz Audubon Center	To provide the children with opportunities to relate to each other in a natural environment outside the classroom. This trip will help to foster human relations among the children.	Gr 4

FIELD TRIPS

SIXTY-EIGHTH STREET SCHOOL
MULTI-LANGUAGE

Date:	Location:	Purpose:	Number of Participants/ Grade Level
5/30/79	Zoo	To take part in a program entitled "Animal Adaptation"; to provide the children with opportunities to have group interaction experiences outside the classroom and foster close working relationships among the children. It will also put the children in close proximity to other ethnic groups.	

INSERVICE TRAINING

SIXTY-EIGHTH STREET SCHOOL
MULTI-LANGUAGE

Date:	Subject Covered:	Number of Participants:	Consultant(s):
2/21/79	Multi-ethnic social studies curriculum	7	Lois Clementi
2/28/79	Multi-ethnic social studies curriculum	6	Lois Clementi

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Sixty-eighth Street School Program Multi-Language Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
11/27/78	Khorshed Randeria, Immersion Program, Plattsburgh, New York	Techniques for teaching French to faculty	X			

A = Very Valuable
B = Valuable

C = Slight Value
D = Minimum Value

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Sixty-eighth Street School PROGRAM: Multi-Language Magnet

COORDINATOR: Helena Anderson

Program Advisory Committee

Name Last First	Title	Organization
Anderson, Helena	Resource Teacher	Multi-Language School
Timmel, Stephen	Parent	Multi-Language School

Middle/Junior High School Projects

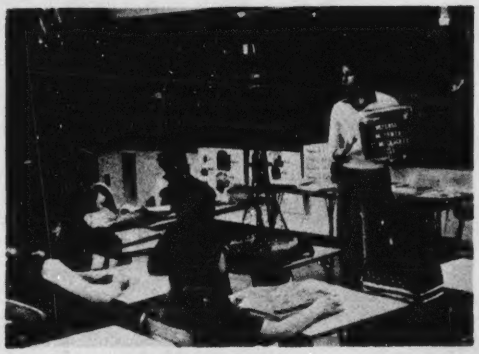
SCIENCE EXPERIMENT/INDEPENDENT RESEARCH

FRENCH IMMERSION CLASS

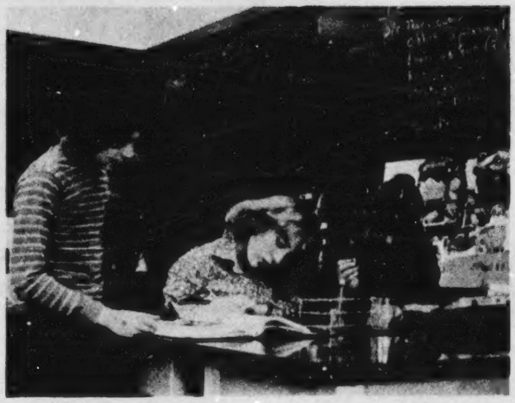
SMALL GROUP ASSIGNMENT

TEST TUBE LESSON

STRING ENSEMBLE



GIFTED AND TALENTED



RUFUS KING
MIDDLE SCHOOL

Gifted and Talented

The middle school Gifted and Talented Magnet provided program continuity for graduates of Golda Meir (Fourth Street) Elementary School plus program experience for other students screened by teachers and parents as high achievers. Rufus King housed the program in 1978-1979, following the closing of Wells Street School. The new locale made it possible for students to move from the grade six to eight Gifted and Talented Program to the grade nine to twelve College Bound Magnet, which also operated at Rufus King School.

Within Rufus King, the junior/senior magnets were separated by different schedules for opening, lunch, and closing. About 75 percent of Gifted and Talented students were recommended for leadership, academic achievement, creativity, or music or art ability. The program offered enrichment of the regular curriculum and expanded opportunities for indepth activities. For example, grades six and seven had art twice weekly while, for eighth grade, art was an elective which met daily. Participation in an orchestra, band, and/or chorus were music options. Seventh graders chose to study one of four second languages explored in sixth grade. For grades seven and eight, every day ended with exploratory classes of 11 offerings through which students rotated every six weeks.

Magnet funds provided an itinerant program coordinator for Golda Meir (Fourth Street) and King Schools, two teachers and paraprofessional aides for individual attention, inservice training, and equipment such as advanced textbooks. The combined Golda Meir (Fourth Street)/King Magnet budget was $135,715.

FIELD TRIPS

RUFUS KING
GIFTED AND TALENTED

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
11/6/78	PAC	Tour of the total facility to see how this building serves as a valuable community resource	24	Gr 7 Gr 8
11/13/78	Cardinal Stritch College	To view play, "Thirteen Clocks", by James Thurber; fine arts area enrichment	50	Gr 7 Gr 8
12/1/78	Mill Road Theater	View film, "Watership Down", in conjunction with language arts activity		Gr 6 Gr 7
1/24/79	Center Theater	"Wiz", fine arts experience and multi-cultural activity in conjunction with language arts program		Gr 6 Gr 7 Gr 8
2/9/79	Auditorium	Sarah Grant and students from North Division presented an assembly program. Nefertari Dancers were invited in conjunction with African studies unit.		
2/13/79 to 2/15/79		Exchange program orientation for fifth-grade students from Golda Meir School to King Middle School		
3/5/79 to 3/7/79	Fred Loocke Winter Camp	Human relations, winter encounter experience	26	Gr 6
3/15/79 to 3/16/79	King Middle School	Science Fair and Expo	400	Gr 6 Gr 7 Gr 8
3/21/79	Pabst Theater	"Tom Sawyer" performance	136	Gr 7
3/21/79	King Middle School	String clinic for Golda Meir, King, and Brown Deer		Gr 6 Gr 7 Gr 8
4/30/79	Gaenslen	Drama students performed four skits	25	Gr 7 Gr 8
5/8/79	King Middle School	All-school musical		Gr 6 Gr 7 Gr 8

INSERVICE TRAINING

RUFUS KING
GIFTED AND TALENTED

Date:	Subject Covered:	Number of Participants:	Consultant(s):
2/10/79	Creativity Workshop	18	Patricia Magestro and Anthea Bojer from Cardinal Stritch College
2/12/79	Leadership training orientation for use in identifying and developing the leaders in our Gifted and Talented Program	3	Tim Gavigan Ripon Public Schools
3/5/79	Modern Dance as a Tool for Promoting Human Relations	Staff	Bob Miller, CETA dancer
5/7/79	Identification and Screening of Gifted and Talented Students	33 All staff	Robert Males University of Wisconsin-Madison Research Department

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Rufus King

Program Gifted and Talented Magnet 6-8

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
2/10/79	Anthea Bojar	Establishment of learning centers for pupils of diverse ethnic backgrounds		X		
	Patricia Magestro	Interest/learning center strategies to meet needs of gifted and talented students from varying socio-economic backgrounds		X		
5/7/79	Robert Male, Researcher, Research and Development Center, University of Wisconsin-Madison	Development of staff sensitivities to influence of racial, ethnic, socio-economic, and sexual backgrounds on teacher and student expectations of progress	X			
5/14/79	Robert Male, Researcher, Research and Development Center, University of Wisconsin-Madison	Programming and the instructional environment in relation to student-staff expectation of student progress		X		
5/1 - 6/5/79 (16 days)	Verona Schiller, Accompanist	Accompanied chorus and orchestra Approximately 15 rehearsals and 1 concert and dance performance	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Rufus King

Program Gifted and Talented Magnet 6-8

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
6/9/79	Robert Male, Associate Director, Guidance Institute for Talented Students, University of Wisconsin-Madison	Defining and measuring creativity	X			

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MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Rufus King Middle School PROGRAM: Gifted and Talented Magnet

COORDINATOR: Martha Bingham

Program Advisory Committee

Name Last First	Title	Organization
Larkin, William	Principal	Rufus King Middle School
Reeves, Saul	Assistant Principal	" "
Kohl, Roland	Assistant Principal	" "
Lewis, Edna	Guidance Counselor	" "
Cooper, Marilyn	College Prep Coordinator	King College Prep
Saffarans, Maurie	Parent & Triple E Organ.	Triple E/Parents
Blatnak, Steven	Program Implementer	
Bingham, Martha	Program Implementer	
Kaczmarek, Albin	Principal - 4th Street	4th Street
Beschta, Jack	Curriculum Specialist	Central Office
Various students give us input on an informal basis	----	-----
Russel, Myrtle	Parent Group Representative	Chairperson of Curriculum Committee for Parent Group

118

IN THE MULTI-CULTURAL AWARENESS CENTER,
MILTI-MEDIA MATERIALS ARE A PART
OF THE STUDY OF ENGLISH.

THE MATH/SCIENCE CENTER
OFFERS INDIVIDUALIZED
WORK AND TIME
ON THE MPS COMPUTER.

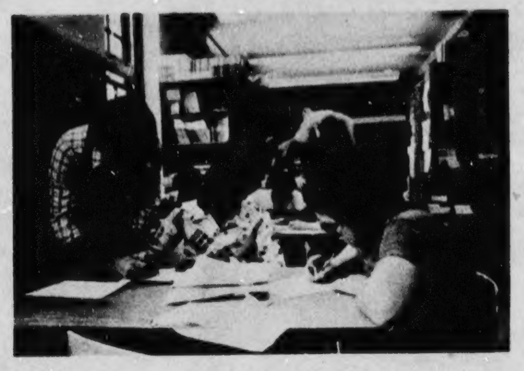
DEVELOPMENT OF CURRICULUM MATERIALS THAT FOCUS ON SHARING OUR CULTURAL DIVERSITY IS AN ONGOING ACTIVITY WITH KOSCIUSZKO STAFF MEMBERS.

IN THE MULTI-CULTURAL
AWARENESS CENTER,
STUDENTS ENTHUSIASTICALLY WORK
ON AMERICAN INDIAN BEADING
UNDER GUIDANCE FROM
"WE INDIANS" STAFF MEMBERS.

STUDENTS SELECT READINGS
FROM MAGNET SCHOOL MATERIALS
WHILE STAFF WORK ON
CURRICULUM IN THE BACKGROUND.

MULTICULTURAL/BILINGUAL

KOSCIUSZKO MIDDLE SCHOOL



Multi-Unit/Individually-Guided Education (IGE)
Multi-Cultural/Bilingual School

Kosciuszko Middle/Junior High School developed its Multi-Unit/IGE Magnet in 1977-1978 as a transition from elementary self-contained classrooms to the high school system.

"Multi-unit" refers to organized groups of approximately 120 students, four teachers, and two aides. "Individually-guided education" is an instructional process which provides for continuous progress for each student according to his/her own learning rate, style, and motivation. The multi-unit/IGE concept was developed by the University of Wisconsin-Madison. The Instructional Programming Model was used to plan the learning program for students. Objectives for each area of the curriculum were identified, students were pretested and grouped according to their needs, a learning program was planned and implemented, and students were posttested. New objectives were identified for students as progress was made. Unit-teaching teams met daily to plan programs for individual students.

In 1978-1979, the Magnet Program was expanded to incorporate multi-cultural education and the Spanish/English bilingual program which had been available at Kosciuszko for several years.

Approximately 945 seventh-, eighth-, and ninth-grade students were served. ESAA Title VII provided $238,532 for three teachers and seven aides, inservice training, consultants, equipment, and field trips.

Three special facilities were provided. A resource center for science and mathematics developed individualized learning programs within cross-cultural studies. A cultural awareness center presented material related to the school's many ethnic groups. A bilingual center assisted students with limited English skills. A teacher specialist developed and operated each center, assisted by paraprofessional aides. Staff inservice included workshops on cultural diversity, a theme also pursued on field trips.

FIELD TRIPS

KOSCIUSZKO MIDDLE/JUNIOR HIGH SCHOOL
MULTI-UNIT/IGE, MULTI-CULTURAL/BILINGUAL

Date:	Location:	Purpose:	Number of Participants/Grade Level	
4/5/79	Museum of Science and Industry, Chicago	Contributions of members of cultural groups to science and industry; development of housing styles -- special exhibit	60	Gr 9
5/25/79	West Division High School	Hispanic Cultural Program -- The Art of Spanish Dance	63	Gr 7 Gr 8 Gr 9
6/8/79	Old World Wisconsin	Contributions of Immigrants in Wisconsin	82	Gr 9

INSERVICE TRAINING

KOSCIUSZKO MIDDLE/JUNIOR HIGH SCHOOL
MULTI-UNIT/IGE, MULTI-CULTURAL/BILINGUAL

Date:	Subject Covered:	Number of Participants:	Consultant(s):
1/13/79 1/20/79 1/27/79	Multi-cultural curriculum development	10-20 staff members	
2/3/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	James Banks, Washington
2/10/79	Multi-cultural curriculum development	10-20 staff members	
2/17/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	Carlos Cortes, California
3/3/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	Tony Codianni and Bruce Tipple, Colorado
3/10/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	Geneva Gay, Indiana
3/24/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	Representatives of ethnic groups in Milwaukee
Saturday mornings 8:00 - 2:00 March, April May, June	Curriculum development, multi-cultural/IGE	1-20	
Daily after school 3:30, 4:30, 5:30, 6:30	Curriculum development, multi-cultural/IGE	1-10	

INSERVICE TRAINING

KOSCIUSZKO MIDDLE/JUNIOR HIGH SCHOOL
MULTI-UNIT/IGE, MULTI-CULTURAL/BILINGUAL

Date:	Subject Covered:	Number of Participants:	Consultant(s):
4/28/79	Training for Education That is Multi-Cultural/ Teaching About and Appreciating Cultural Diversity	50-75 staff members	Representatives of ethnic groups in Milwaukee
6/4/79 to 6/8/79 6/11/79	Multi-cultural dance	900 students, 120 teachers and aides	Deanna Anderson
6/5/79	Cultural Influences of Latin American Music	500 students, 50 teachers and aides	Nestor Hernandez, Camila Casarez, Francisco Casarez, Ramon Gely, Felipe Rodriguez, Daniel Weak, Donald Smith
6/12/79	Scottish bag pipes, dance, British drumming	900 students, 120 teachers and aides	Four

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Kosciuszko Middle/Jr. High   Program Multi-Unit/IGE - Multi-Cultural/Bilingual Magnet

Date	Consultant	Presentation	Value Rating A	B	C	D
3/3/79	Anthony Codianni and Dale Greenawald, Ethnic Heritage Studies Clearing House Social Science Education Consortium Inc., Boulder, Colorado	Lesson plans and classroom activities for multi-cultural education. For staff and parents as active participants	X X			
3/24/79	Patricia V. Magestro, Educational Department, Cardinal Stritch Coll.	Learning styles of various cultures for implementation of individualized instruction - 60-75 participants	X			
4/28/79	Lazar Brklich	Serbian culture. Reference to resources: European Village at Milwaukee Public Museum and St. Sava's Cultural Center	X			
"	Harry Anderson	Scandinavian-American history and culture. Reference to resources at Milwaukee County Historical Society	X			

A = Very Valuable   C = Slight Value
B = Valuable   D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Kosciuszko Middle/Jr. High

Program Multi-Unit/IGE - Multi-Cultural/Bilingual Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
6/5/79	Camila Casarez, Musician	Mexican folk music	X			
	Nestor Hernandez, Musician	Chicano folk culture	X			
	Francisco F. Casarez, Musician	Mexican folk music	X			
	Ramon Gely, Musician	Puerto Rican folk music	X			
	Felipe Rodriguez, Musician	Puerto Rican folk music	X			
	Daniel C. Weak, Musician	Chicano folk culture	X			
	Donald Smith, Musician	Chicano folk culture	X			
6/4-8, 11/79	Deanna Anderson, Dancer/Student	Expression of various cultures through music and dance. Small groups with group participation	X			
6/12/79	Meribeth Waldrop, Dancer	Performance and teaching of Scottish dances accompanied by native music	X			
	Jody Henderson, Dancer/Student		X			
	Billy Mitchell Scottish Dancers					

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D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Kosciuszko Middle/Jr. High

Program Multi-Unit/IGE - Multi-Cultural/Bilingual Magnet

Date	Consultant	Presentation	Value Rating A	B	C	D
6/12/79	Gary Bottoni, Musician Joel Zielke, Musician Billy Mitchell Scottish Band and Bagpipers	Performance and teaching of Scottish dances accompanied by native music	X X			

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C = Slight Value
D = Minimum Value

EXPLORING
ART
MATERIALS

LOOKING AT AN
ART DISPLAY

MULTI-CULTURAL EXPERIENCES
ARE STRESSED

PROFESSIONAL PERFORMERS
DEMONSTRATE FOR STUDENTS

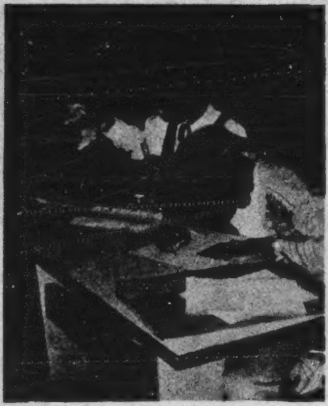
PRACTICING ON THE
TONE BELLS

LEARNING
A BALLET
POSITION

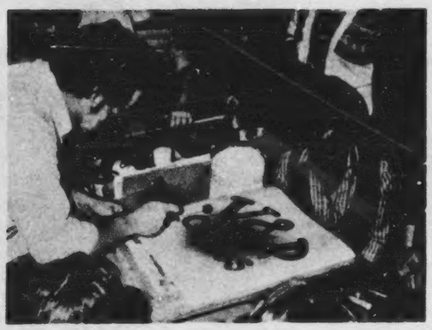
DRAMA TEACHER
APPLIES
THEATRICAL MAKE-UP

COMMERCIAL ARTIST
LETTERING POSTER

APPLYING
THEATRICAL MAKE-UP



VISUAL & PERFORMING ARTS
FRITSCHE MIDDLE/JR. HIGH



Visual and Performing Arts Specialty

The Visual and Performing Arts Magnet was a within-school program which opened at Fritsche Middle/Junior High School in 1978-1979 for 480 seventh-grade students. Staff had developed curricula for art, music, dance, and drama during the preceding magnet planning year.

The 480 seventh-grade students were enrolled in the Visual and Performing Arts Magnet. Each student had a nine-week daily survey course in art, drama, music, and dance. Survey courses prepared students for eighth- and ninth-grade stagecraft and drama workshop courses and for small music classes in jazz ensemble, guitar, and the like. Additional art and music courses (general, instrumental, and chorus) were available.

The ESAA Title VII budget included teacher specialists in the survey fields, a program implementor, paraprofessional aides, equipment such as ballet barres and photographic items, consultants, and field trips.

Fritsche's program should link the elementary Elm Creative Arts Magnet and the Bay View High School Visual and Performing Arts Magnet, both city-wide specialties. Fritsche cannot provide such linkage because it is an attendance area school and may not enroll students from outside the area to continue arts education after attending Elm or to prepare for the senior high arts magnet at Bay View.

FIELD TRIPS

FRITSCHE JUNIOR HIGH SCHOOL
VISUAL AND PERFORMING ARTS SPECIALTY

Date:	Location:	Purpose:	Number of Participants/ Grade Level
9/27/78	Pabst Theater	Romeo and Juliet	60 Gr 8 30 Gr 9
10/23/78	Fritsche	History of tap dance	120 Gr 7
10/31/78	Oriental Theater	Jose Molinas dance troupe	30 Gr 9
11/7/78	Fritsche	Milwaukee Chamber Dancers (ballet, jazz, modern)	1200 (Total school)
11/9/78	Fritsche	Wind instrument performance	480 Gr 7
11/17/78	PAC	Music and dance of Germany	30 Gr 8
11/28/78	Fritsche	Andromeda Mime Theater	120 Gr 7 30 Gr 8
11/30/78	PAC	Symphony concert	20 Gr 8 30 Gr 9
12/19/78	Southtown Theater	"The Wiz"	230 Gr 7 49 Gr 9
12/19/78	Trowbridge and Dover Schools	Concert and recruiting	100 Gr 9
12/20/78	Pabst Theater	"A Christmas Carol"	118 Gr 8 Gr 9
1/9/79	Fritsche	Lori Bowers, bassonist	480 Gr 7
1/10/79	Southtown Theater	"The Wiz"	250 Gr 7 30 Gr 8
1/11/79	Fritsche	History of tap dance	120 Gr 7
1/15/79	Fritsche	PAC slide presentation	35 Gr 8
1/18/79 1/22/79	(Bad weather forced cancellation of Bay View career specialty presentations)		

FIELD TRIPS

FRITSCHE JUNIOR HIGH SCHOOL
VISUAL AND PERFORMING ARTS SPECIALTY

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
2/1/79	PAC	Tour, behind the scenes	120 25	Gr 7 Gr 8
2/2/79	PAC	Tour, behind the scenes	120	Gr 7
2/5/79	Fritsche	Peter Baime, classical guitarist (Mr. Baime to conduct workshops within the school through February)	1200	
2/6/79 to 2/16/79	Fritsche	Ken Miller, dancer (Mr. Miller to conduct workshops in dance through February 16)	120	Gr 7
2/13/79	Senior Day Center	Swing choir presentation	60	Gr 8 Gr 9
2/16/79	Lake Lodge	Swing choir presentation	60	Gr 8 Gr 9
2/21/79	Elm and Humboldt Park Schools	Band, concert and recruiting; orchestra	100	Gr 8 Gr 9
2/22/79	PAC	Symphony concert	60	Gr 7 Gr 8 Gr 9
2/27/79	Art Center	Scholastic exhibit	60	Gr 7
2/28/79	Fritsche	George Brownlee, visual artist	120	Gr 7
3/1/79	Art Center	Scholastic exhibit	60	Gr 7
3/2/79	Fritsche	Interlochen Academy dance presentation	480	Gr 7
3/3/79	West Division High School	Inta-Arts Festival	20	Gr 7 Gr 8 Gr 9
3/5/79 to 3/31/79	Fritsche	Ken Miller, dance consultant	120	Gr 7

FIELD TRIPS

FRITSCHE JUNIOR HIGH SCHOOL
VISUAL AND PERFORMING ARTS SPECIALTY

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
3/9/79	Pabst Theater	Bay View play	45	Gr 8 Gr 9
3/9/79	LaFollette and Clement Avenue Schools	Swing choirs, jazz ensemble recruiting	80	Gr 8 Gr 9
3/16/79	Fritsche	Chicago Moving Company dance group	480	Gr 7
3/21/79	Fritsche	Washington High swing choir	1200	
3/22/79	Fritsche	History of tap dance	120	Gr 7
3/28/79	Fritsche	Ken Miller/Deanna Anderson performance	480	Gr 7
4/9/79	Fritsche	A. Weisberg, mime consultant	120	Gr 7
4/11/79	Trowbridge School	Swing choir presentation	60	Gr 8 Gr 9
4/23/79 to 4/26/79	Fritsche	G. Olson, visual artist consultant	(All elective and req art)	
5/9/79	Oklahoma Avenue School	Band concert recruiting	100	Gr 7 Gr 8 Gr 9
5/10/79	Elm School	Swing choir and band concert	100	Gr 7 Gr 8 Gr 9
5/16/79	Zoo	Art sketching trip	35	Gr 8
5/25/79	West Division High School	Spanish dance presentation	35	Gr 7
6/7/79	Fritsche	George Brownlee, visual artist consultant	120 30	Gr 7 Gr 8

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Fritsche Middle/Junior High

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
10/23/78	Pamela Kriger	Tap Dancing: role in history, basic techniques, participatory workshop with music. Staff and students. Four workshops	X			
11/7/78	Richard Dickinson Debra Bale Mary Cichanowicz Isabelle Kralj Pamela Phillips Edwin Rupert	Ballet and modern dance performance. Dance as an art form. Staff and students	X			
11/28/78	Andy Weisberg, Mime Performer	Communication through mime. Staff and students	X			
1/8/79	Pamela Kriger	Continuation of 10/23/78 tap dancing workshop	X			

A = Very Valuable
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D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Fritsche Middle/Junior High

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating A	B	C	D
2/28/79	George Brownlee	Creative process in commercial design for students	X			
3/2/79	Greater Milwaukee Council of Arts for Children, Interlochen Dance Group	Performance and workshop	X			
3/16/79	Chicago Moving Company (Eight people)	Modern dance performance and demonstration for ethnic seventh-grade Magnet Program students		X		
3/22/79	Pamela Kriger	Multi-cultural aspects of tap dancing in Europe and America	X			
3/9/79	Andy Weisberg	Mime workshop	X			
4/23-26/79	Gordon Olson, Artist	Demonstration of portraiture and caricature. Individual critiques of student work in classrooms		X		

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Fritsche Middle/Junior High

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
6/7/79	George Brownlee	Training for an art career	X			
6/11/79	Pamela Frautschi, Dance Spectrum	Liturgical dance and choreography		X		

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B = Valuable
C = Slight Value
D = Minimum Value

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Fritsche Junior High **PROGRAM:** Visual and Performing Arts

COORDINATOR: Dennis F. McLaughlin

Program Advisory Committee

Name			
Last	First	Title	Organization
Anderson, Kent		Curriculum Specialist-Art	MPS
Karls, John		Curriculum Spec.-English	MPS
McLaughlin, Robert		Curriculum Spec.-P.E.	MPS
Mohr, Donald		Curriculum Spec.-Music	MPS
Schwindt, Joanne		Fritsche PTSA president	Parent
Applings, Nathan		Student	Fritsche
Dunn, Camele		Student	Fritsche
Hyler, Kim		Student	Fritsche
Jekanowski, Patty		Student	Fritsche
Werner, Shari		Student	Fritsche
Wuhrmann, Lisa		Student	Fritsche

Senior High School Projects

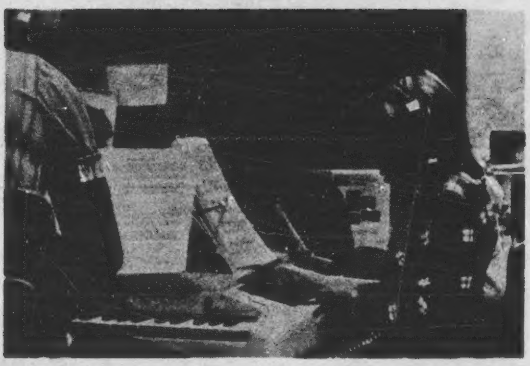
MUSIC ENSEMBLE

MUSIC SPECIALTY:
CONTEMPORARY IMPROVISING
ON THE SYNTHESIZER

ART SPECIALTY:
SENIOR STUDIO
ART CAREERS WORKSHOP

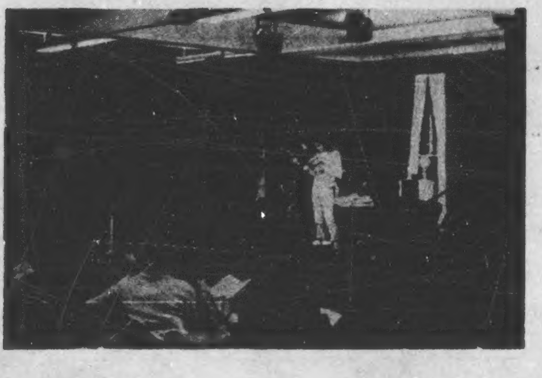
THEATRE SPECIALTY:
REHEARSAL FOR
"VERONICA'S ROOM"

DANCE SPECIALTY:
STUDIO WARM-UP



VISUAL AND PERFORMING ARTS

BAY VIEW HIGH SCHOOL



Visual and Performing Arts

The 1978-1979 school year was the third for the Visual and Performing Arts Specialty at Bay View High and its first year as a city-wide magnet school. Close to 300 were enrolled in the "within-school" program which explored art, music, dance, and drama as career opportunities.

Art/music courses began in 1976 and dance/theatre in 1977.

The Visual and Performing Arts Specialty Program was multi-disciplinary and inter-disciplinary in the fields of art, dance, music, and theatre. Students specialized in one of the fields but shared experiences in the other arts as well. Art students worked intensively in a variety of art forms and were prepared for several career areas. Dance students, in a fully-equipped studio, worked in modern dance, ballet, ethnic dance, and theatrical dance. Both group and individualized instruction were given. In music, students were offered intensive course work in all aspects of music education -- theory, history, performance, conducting, and the like. The theatre program was a workshop that included all aspects of theatre, creative and technical, and was held in a flexibly-designed studio theatre.

ESAA Title VII supported the program implementor and four teacher specialists, in addition to equipment, consultants, and field trips.

Each of the four fields -- art, music, dance, and drama -- had a recommended program of study from Grade 9 to 12. For example, required courses for the music specialty included: Music Theory 1 and 2, conducting, Eras of Music, Exploring Careers in Music, and Improvisation.

Curricula have yet to be written to guide inter-disciplinary education in art, dance, music, and theatre. The dance and music departments need additional space and equipment, priorities being a dance studio divider and a music recording studio and practice room.

FIELD TRIPS

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
11/10/78	University of Wisconsin-Milwaukee	Tour music department for college choice	29	Gr 11 Gr 12
11/19/78	Marquette University	"Drama Day", campus tour and play performance	20	
11/22/78	Todd Wehr Theater	Play performance, "Freeway"	52	Gr 10 Gr 11 Gr 12
11/29/78	Performing Arts Center	Milwaukee Symphony Orchestra Youth Concert	50	Gr 10 Gr 11 Gr 12
11/30/78	Chicago Art Institute and School of Art Institute of Chicago	Tour art school for possible college choice	83	Gr 9 Gr 10 Gr 11 Gr 12
12/7/78	University of Wisconsin-Milwaukee	See dance department facilities, view dance festival performance	60	Gr 10 Gr 11 Gr 12
2/3/79	Lincoln High School	Performance for Sara Scott Memorial Program	16	Gr 10 Gr 11 Gr 12
2/6/79	Kunzelman Esser	Lecture and tour on furniture design and interior decoration	46	Gr 10 Gr 11 Gr 12
2/10/79	Vogel Hall, PAC	View dance performance, Spring Dance Series	20	Gr 10 Gr 11 Gr 12
2/21/79	Vogel Hall, PAC	Milwaukee Symphony Orchestra Youth Concert	43	Gr 10 Gr 11 Gr 12

FIELD TRIPS

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
2/27/79	Kennedy Recording Studio	Lecture/tour, "How A Recording Studio Works"	30	Gr 10 Gr 11 Gr 12
3/7/79 to 3/9/79	Pabst Theater	Rehearsals and performances, "Mrs. McThing"	25	Gr 10 Gr 11 Gr 12
3/9/79	Milwaukee Art Center, Ozaukee Art Center	Tour facilities and view current shows	36	Gr 9 Gr 10 Gr 11 Gr 12
3/16/79	Fritsche Middle/Junior High School	View performance, Chicago Moving Company	33	Gr 9 Gr 10 Gr 11 Gr 12
3/17/79	Vogel Hall, PAC	View performance, Spring Dance Series	20	Gr 9 Gr 10 Gr 11 Gr 12
3/28/79	Elm School	Performance for elementary students	16	Gr 10 Gr 11 Gr 12
4/4/79	St. Rita's Church	Dress rehearsal for Sara Scott Scholarship Concert	29	Gr 10 Gr 11 Gr 12
4/6/79	MATC	View performance, "Alice in Wonderland" (Eighth Street School)	42	Gr 10 Gr 11 Gr 12
4/10/79	Milwaukee Repertory, PAC	View performance, "Taming of the Shrew"	55	Gr 10 Gr 11 Gr 12

FIELD TRIPS

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
4/16/79	Vogel Hall, PAC	View dance performance, Spring Dance Series	20	Gr 10 Gr 11 Gr 12
4/24/79	River Hills Nursing Home	Perform for residents, observe Black Culture Day	15	Gr 10 Gr 11 Gr 12
4/25/79	Alverno College	View performance, "John Brown's Baby"	10	Gr 11 Gr 12
5/7/79	University of Wisconsin Dance Department, Madison, Wisconsin	Visit university, tour dance department; possible college choice	13	Gr 11 Gr 12
5/7/79 to 5/11/79, 5/14/79 to 5/18/79, 6/6/79	Twenty-first Street School	Bay View Act One Theatre Tour presented "Mr. Bunches' Toys" at 11 elementary schools	10	Gr 10 Gr 11 Gr 12
5/15/79	Mitchell Park Conservatory	Visit domes and sketch flowers	45	Gr 10 Gr 11 Gr 12
5/16/79	Chicago Shubert Theater	View musical, "Dancin"	78	Gr 10 Gr 11 Gr 12
5/22/79	Pabst Theater	View "It Must Be Magic"	42	Gr 10 Gr 11 Gr 12
5/23/79	Vogel Hall, PAC	Milwaukee Symphony Orchestra Youth Concert	48	Gr 10 Gr 11 Gr 12

FIELD TRIPS

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Location:	Purpose:	Number of Participants/ Grade Level	
5/30/79	Mason Street Recital Hall	Recital string ensemble	16	Gr 10 Gr 11 Gr 12
5/31/79	Chicago, Illinois	Tour Art Institute and Field Museum	54	Gr 10 Gr 11 Gr 12
6/4/79	Kennedy Recording Studio	Tape recording session of performing groups	14	Gr 10 Gr 11 Gr 12

INSERVICE TRAINING

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Subject Covered:	Number of Participants:	Consultant(s):
11/14/78	Performance/workshop	60 students	Newberry Brass Quintet
11/16/78	Careers in visual and performing arts at Sholes Junior High	28 Gr 8	Curriculum Coordinator and Guidance Director
11/20/78	Tour of Bay View specialty facilities	55 Gr 3, 4 4 specialty teachers	Elm School (Six Bay View staff)
11/21/78	Tour of Bay View specialty facilities	60 Gr 4, 5 4 teachers	Implementor, Elm School
11/21/78	Sitar and Tabella performance/workshop	112 music and specialty pupils	Ira Dos Gupta and McHan Kirpane
11/22/78	Slide presentation and recruitment talk on Kansas Art Institute	79 students 4 art teachers	Registrar, Kansas Art Institute
11/29/78	Performance/workshop	125 students 6 teachers (25-Tech, 25-Pulaski, 75-Bay View)	Sonny Stitt and Red Holloway Jazz Combo
12/4/78	Composition and performance workshop	40 Gr 10, 11, 12	Vaclav Nehlybel, brass musician and composer
12/29/78	Martin Luther King observance (all-school program)	800 Gr 9, 10, 11, 12	Performance by 15 dance specialty students
2/14/79	Open House at Bay View	150 parents and students	Administrators, specialty teachers, and staff
2/26/79 to 2/28/79, 3/1/79	African Ethnic Dance Movement	80 Gr 10, 11, 12	Two Kothi dancers and drummer

INSERVICE TRAINING

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Subject Covered:	Number of Participants:	Consultant(s):
3/1/79	Band performance	100 Bay View music students 30 Bay View specialty students	Madison High School Band (50)
3/2/79	Dance performance, demonstration, individual and group instruction	50 Gr 10, 11, 12	Interlochen Michigan Dance Ensemble (30)
3/2/79	Video taping of Interlochen instruction	50 Gr 10, 11, 12	Paul Fix
3/3/79	All-city performance and reception, "Cinderella" Ballet (Bay View Auditorium)	400 Kgn thru Gr 12	Interlochen Ensemble (30)
3/6/79 to 3/7/79	Figure drawing using three dance students as models	20 Gr 10, 11, 12	Peggy Bruce
3/20/79	Lecture/demonstration on conducting	40 Gr 10, 11, 12	Margaret Hawkins, woman conductor
3/20/79 to 3/21/79	Techniques of photo silk screening	20 Gr 10, 11, 12	Ms. Chris Krajniak
3/26/79 to 3/30/79	Portrait painting, cartooning, figure drawing (Artist for a week)	300 Gr 9, 10, 11, 12 (Regular and specialty classes)	Gordon Olson, portrait painter
4/9/79	Lecture/string ensemble critique, "Career in Music as a Critic"	60 Gr 10, 11, 12	Louise Kenngott, music critic
5/15/79	Lecture/discussion/guidance, "Music as a Career"	30 Gr 9, 10, 11, 12	John Ruka, professional drummer
5/23/79 to 5/24/79	Group and individual instruction in jazz dance techniques	60 Gr 10, 11, 12	Sandra Burrell, professional jazz teacher

INSERVICE TRAINING

BAY VIEW HIGH SCHOOL
VISUAL AND PERFORMING ARTS

Date:	Subject Covered:	Number of Participants:	Consultant(s):
5/24/79 to 5/25/79	Workshop and performance, "Pure Schmaltz"	30 Wksp 10-12 100 A,M,T Perf	Theatre "X", John Kischline and Company (7)
5/25/79	Ballet techniques	50 Gr 10, 11, 12	William Reilly, master ballet teacher
5/29/79 to 5/31/79, 6/1/79, 6/4/79 to 6/6/79	Video/acting workshop	40 Gr 10, 11, 12	Scott Gore and Mark Carreno

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Bay View High School Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
10/30/78	DeAnna Anderson, Gregory Fish, Tony Pagano, Wisconsin Inter-Arts Ensemble	Dance performance to electronic music. Advanced dance techniques and wind instrument skills		X		
11/14/78	Newberry Brass Quintet	Performance emphasizing individual instrumentation as part of a group	X			
11/29/78	Frank Puzzolo, Musician's Agent Sonny Stitt/Red Holloway Jazz Combo	Techniques of jazz improvisation, advanced methods, career advice. For music students from Bay View, Pulaski, and Milwaukee Trade and Technical High School	X			
12/4/78	Vaclav Nehlybel, Musician - Composer	Brass ensemble demonstration. Discussion of composition. For music students	X			
12/4-5/78	Neverlett Biles	Exercises in dramatic character projection Two workshops for students	X			

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ESAA TITLE VII MAGNET SCHOOL PROGRAM

Consultants, 1978-1979

School Bay View High School

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating A	B	C	D
2/26 -3/1/79	Ko-Thi Dance, Inc. Linda Lacy-Jones, Assistant Executive Director	Ethnic dance workshop on African rhythm and movement	X			
3/2/79	Greater Milwaukee Council of Arts for Children	Peer group professional dance troupe Lecture & demonstration for students & staff	X			
	Paul Fix, Video Consultant	Use of video equipment to students & staff. Taping & viewing of a video performance	X			
3/20/79	Margaret Hawkins, Musician, Composer, Director	Careers in music presentation. Conducted student string ensemble	X			
3/26-30/79	Gordon Olson, Artist	Painting demonstration, critique of student work	X			
4/2-9/79	Peggy M. Bruce, Artist	Figure drawing, fashion illustration, interior design	X			

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ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Bay View High School

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
4/9/79	Louise Kenngott, Music Critic, The Milwaukee Journal	Role of professional music critic. Critique of student performances, lecture/demonstration	X			
5/15/79	John Ruka, Musician and Instructor	Career opportunities for minority and majority students	X			
5/23-24/79	Sandra J. Burrell, Dancer, New York	Jazz improvization in dance, performance, and workshop for faculty and students	X			
5/24-25/79	Theatre X	Performance. Organization of a small theater company		X		
5/25/79	William Reilly, Ballet Master, William Reilly Ballet Academy	Ballet techniques	X			

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ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Bay View High School

Program Visual and Performing Arts

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
5/29, 6/1, 6/4-8/79	Mark Carreno and Scott Gore, University of Wisconsin - Milwaukee	Acting for television. Use of TV equipment, video-taping; using students as actors and technicians to demonstrate directing and coaching	X			

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MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Bay View

PROGRAM: Visual Arts Career Specialty

COORDINATOR:

Technical Advisory Committee

Name Last First	Title	Organization
Anderson, Dr. Kent	Curriculum Specialist/ Art Education	Milwaukee Public Schools
Brown, Barbara	Educational Curator	Milwaukee Art Center
Collins, Earl	Art Coordinator	Wisconsin Department of Public Instruction
Doornek, Dr. Richard	Supervisor/Art Education	Milwaukee Public Schools
Green, Edward	Art Director	Milwaukee Public Schools
Horner, Thomas	Art Instructor	Bay View High School
Johnston, Mardith	Art Instructor	Bay View High School
Leenhouts, Lillian	Architect	
McLaughlin, Dennis	Program Implementor	Fritsche Middle/Junior High School
Milbrath, Harold	Head, Graphic Arts	Milwaukee Area Technical College
Murray, Mary Jane	Art Instructor	Bay View High School
Stocki, Thomas	Art Director	WTMJ
Traut, Jack	Program Implementor	Bay View High School
Weiss, Murray		Milwaukee Center for Photography

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Bay View

PROGRAM: Performing Arts Career Specialty - Theatre

COORDINATOR:

Technical Advisory Committee

Name Last First	Title	Organization
Brownell, Jess	Managing Director	Pabst Theatre
Bruss, Carol	Theatre Instructor	Bay View High School
Gillum, Jack	Director	Milwaukee Players, Milwaukee Public Schools
Karls, John	Curriculum Specialist/ English Language Arts	Milwaukee Public Schools
Kemmer, Gene	Business Manager	Theatrical Stage Employees' Union
Klassen, Dr. Robert	Chairman	Department of Theatre, Marquette University
O'Connor, Sara	Managing Director	Milwaukee Repertory Theatre
Reed, Penelope		Alverno College
Robbins, Dr. Sanford	Chairman	Department of Theatre, University of Wisconsin-Milwaukee
Scott, Sarah	Principal	Bay View High School
Traut, Jack	Program Implementor	Bay View High School

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Bay View

PROGRAM: Dance Specialty

COORDINATOR:

Technical Advisory Committee

Name Last, First	Title	Organization
Clarke, Jorian	Dance Instructor	Dance Circus Limited
Cohn, Ginka	Dancer, Teacher, Member	Milwaukee Modern Dance Council
Frautschi, Pamela	Owner	Dance Spectrum
Grant, Sarah	Chairperson	Physical Education Department, North Division
Saluman, Betty	Artistic Dance Director	Dance Circus Limited
Voit, Randall	Director, Expertise in Theatre Management	Milwaukee Ballet Company

180

A VISITING PROFESSOR FROM THE UNIVERSITY OF WISCONSIN-MILWAUKEE ADDRESSES THE CLASS, SURVEY OF HUMAN SERVICES OPPORTUNITIES. SHE IS DISCUSSING MENTAL HEALTH PROBLEMS.

A STUDENT INTERN GIVES TYPING INSTRUCTION TO A HANDICAPPED STUDENT AT GAENSLEN SCHOOL.

A STUDENT INTERN ASSISTS A HANDICAPPED PUPIL IN PERSONAL HYGIENE.

RIVERSIDE HIGH

COMMUNITY HUMAN SERVICES

Community Human Services

The Community Human Services Magnet started at Riverside High School in 1977 as an expansion of its experimental senior internship program into service agencies. It is the first such program in the nation. The goal is to prepare students for advanced training or entry-level jobs in the helping professions including social services, health services, education, and government.

Seventy-three students, of whom 46 were part-time students from other home schools, enrolled in the within-school program. Instruction was individualized to accommodate students' plans for post-high school jobs or continuing education.

Community Human Services is a four-year program. Specialty courses included Survey of Human Service Opportunities, Urban Problems, Families in Urban Life, Families in Crisis, Applied Psychology, Developmental Psychology, Verbal Communications, Tutorial Internship (individual teaching training), Human Services, and Agency Internship (on-the-job training held at Milwaukee City Hall, public schools, YWCA, Marion Catholic Nursing Home, and Milwaukee Christian Center). University of Wisconsin-Milwaukee professors and agency workers participated in teaching.

During the year, a resource center to be used as a training laboratory for the conducting of conferences was established, partly equipped, and used by students and teachers.

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Riverside High School

Program Community Human Services Magnet

INSERVICE TRAINING

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
11/11/78	Lawrence R. Tarnoff, Publicity Director, United Way	Goal development and program rationale. Staff development	X			
12/2/78	Dr. Jerry L. Davis, Professor of Educational Psychology, University of Wisconsin-Milwaukee	Revision of goals to emphasize multi-racial and multi-cultural standards. Indentification of skills for Applied Psychology course	X			
12/9/78	Dr. Suzanne Wiviott, Department of Educational Psychology, University of Wisconsin-Milwaukee	Orientation of curriculum into psychological fields. Staff development	X			
12/16/78	Adrienne A. Haeuser, Professor, University of Wisconsin-Milwaukee, Director, Child Abuse and Neglect Center, Region 5	Curriculum development, Families in Crisis course	X			

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D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Riverside High School

Program Community Human Services Magnet

INSERVICE TRAINING

Date	Consultant	Presentation	Value Rating A	B	C	D
12/16/78	Candace Walton, Artistic Publicity Director, United Way	Methods of visual presentation of Human Services to the community. Staff development	X			
12/16/78	Professor Robert Schuerell, Coordinator, Undergraduate Programs and Social Welfare, University of Wisconsin-Milwaukee	Integration of program areas and avoidance of duplication in curriculum. Staff development	X			

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MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Riverside High School PROGRAM: Community Human Services Magnet

COORDINATOR: Sidney Palay

Program Advisory Committee

Name Last First	Title	Organization
Callaway, Roland	Professor, Assistant Dean, Parent-Cluster Group	University of Wisconsin-Milwaukee Science of Education
Haberman, Martin	Professor, Dean, Chairperson	Urban Outreach, University of Wisconsin-Milwaukee
Harris, Ian	Professor	Community Education University of Wisconsin-Milwaukee
Laugreher, Virginia	Professor, Home Economist Specialist	Department of Social Welfare University of Wisconsin -Milwauke
Paulsen, Belden	Professor, Parent-Cluster Group	University of Wisconsin-Milwaukee University of Wisconsin-Extension Community Affairs
Rose, Harold	Professor	University of Wisconsin-Milwaukee Urban Affairs
Wiviott, Susan	Professor	University of Wisconsin-Milwaukee Educational Psychology
Haeuser, Adrienne	Professor, Director	University of Wisconsin-Milwaukee Social Welfare Regional V Child Abuse and Neglect Resource Center
Scheurell, Robert	Professor, Coordinator	University of Wisconsin-Milwaukee School of Social Welfare Undergraduate Program
Atkins, Virginia	Dean	Milwaukee Area Technical College Home Economics
Magestro, Pat	Director	Child Abuse Program Cardinal Stritch College
Taylor, Delores, Dr.	Vice-President	United Way
Tagg, Charlotte	Director	Community Relations Red Cross

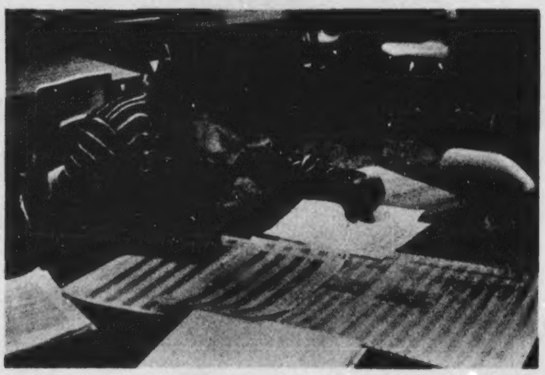
STUDENT CODING
A PROGRAM.

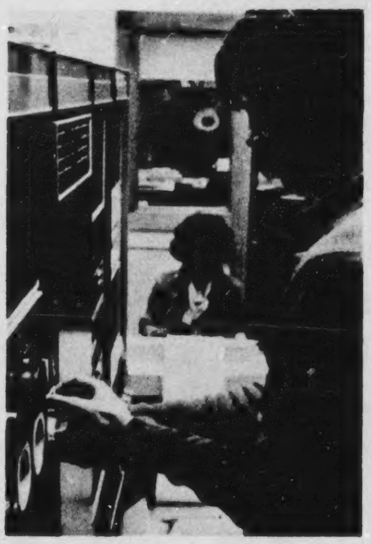
STUDENTS ENTERING NAMES OF
RECRUITS FOR THE SPECIALTY PROGRAM.

STUDENT OPERATING A
COMPUTER TAPE DRIVE,
OTHER WORKING AT CONSOLE.

DATA ENTRY WORK ON A
KEY-TO-DISK MACHINE

STUDENT IS WRITING A PROGRAM ON A
VIDEO COMPUTER TERMINAL.





COMPUTER DATA PROCESSING

WASHINGTON HIGH SCHOOL

Computer Data Processing

In 1979, the Field Technician component was added as a magnet program to Washington High School's three-year-old Computer Data Processing Career Specialty. Field Technician provided training in servicing and maintaining computer equipment as an addition to existing courses in data entry, computer operations, computer programming, and systems analysis. Milwaukee business and industrial leaders continued to provide technical assistance and to help finance rental equipment.

Curriculum development started during the first semester. A two-hour Field Technician laboratory course was initiated during the second semester. Prerequisites were Algebra and concurrent enrollment in "Introduction to Computer Science". Reading and math were integrated into course work. Course content included digital logic, micro-computer assembly, operation, and trouble shooting. Seven students enrolled in the initial course and 16 in the summer school session. Of the six who commuted from other home schools, three came from Milwaukee suburbs.

Budget reductions delayed full implementation of plans for teacher training, field trips, and curriculum development.

Over 190 students were enrolled in the Computer Data Processing Specialty, which is Wisconsin's most comprehensive program.

Neither field trips nor inservice training were included in the Field Technician component.

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Washington High School PROGRAM: Computer Data Processing

COORDINATOR: ____________________

Program Advisory Committee

Name Last First	Title	Organization
Bergman, Richard	Director	Data Processing Milwaukee Public Schools
Brandl, Jerome	Principal	Washington High School Milwaukee Public Schools
Brown, Alan	General Manager	Data Systems Division A.O. Smith Corporation
Culp, Mel	Manager	Systems Services Allis-Chalmers Power Systems
Durchslag, Ronald	Manager	Data Processing AMF/Harley-Davidson Motor Co.
Girard, Philip	Systems Manager	J.C. Penney Company
Groeschell, Charles		Northwestern Mutual Life - Ret
Kepner, Henry		Department of Curriculum and Instruction University of Wisconsin-Milw
Knopp, John	President	Infotek Corporation
Lyndahl, Don	Instructor	Data Processing Milwaukee Area Technical Colle
McDowell, James	Manager	Data Processing Cutler-Hammer, Inc.
Nelson, Robert	Program Implementor	Washington High School Milwaukee Public Schools
O'Connor, Vincent	Curriculum Specialist	Department of Elementary and Secondary Education - Math Milwaukee Public Schools
Schloesser, Eugene	Manager	Systems and Administrative Services Nordberg Machinery Group, Rexn
Smith, Spencer	Assistant Vice-President	Assistant Director Systems Planning Northwestern National Ins. Co.

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Washington High School PROGRAM: Computer Data Processing

COORDINATOR: ____________________

Program Advisory Committee

Name Last First	Title	Organization
Stekiel, Leonard	Curriculum Specialist	Department of Elementary and Secondary Education - Business Education Milwaukee Public Schools
Wysocki, Robert	Associate Dean	College of Business and Economics University of Wisconsin-Whitewater

RECONDITIONING BODY PARTS
FOR TRUCK REPAIR

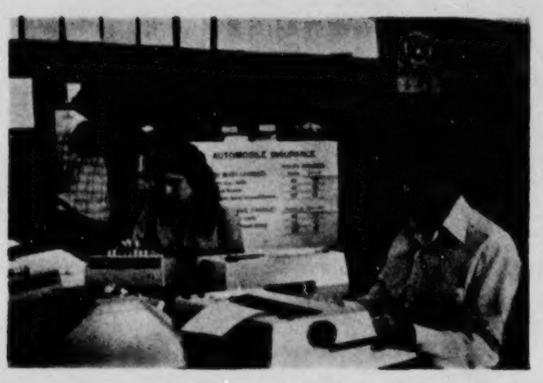
INSTRUCTOR DEMONSTRATION OF
FULL ADJUSTMENT PROCEDURES

TRUCK DRIVING INSTRUCTION

STUDENTS AND INSTRUCTOR
CONFERRING ON NEED
FOR MECHANICAL RECONDITIONING.

TRANSPORTATION OFFICE - STUDENTS
TYPING A FREIGHT MANIFEST
AND CALCULATING TRANSPORTATION CHARGES.

PULASKI
TRANSPORTATION


AUTOMOBILE INSURANCE

Transportation

The Transportation Magnet was implemented at Pulaski High School in 1978-1979 following a planning year funded by ESAA Title VII. One hundred thirty-seven students were enrolled of which 21 travelled from other schools to spend half days in the specialty.

Survey of Transportation Careers was designed as a sophomore course to permit student exploration of the career specialty prior to electing higher level courses.

Four strands of study were developed at junior and senior levels:

-- Transportation Office, including special junior and senior offerings and on-the-job training

-- Commercial Truck Operators, including truck driving, record-keeping, vehicle maintenance, and on-the-job training

-- Transportation and Distribution Management, with a junior course in commercial transportation and a senior seminar on management and automation

-- Diesel Technology, a three-year program with a basic power and transportation course at the sophomore level and with specialized courses at the junior and senior levels for students who desire training in commercial vehicle maintenance and repair. On-the-job training will be an option for seniors. The curriculum for the specialized courses has been outlined, and preliminary floor plans for a facility have been prepared. The Diesel Technology Program will be implemented when a facility has been constructed.

All strands included training for positions requiring high school, two-year, or four-year college degrees.

In 1979, four state surplus trucks were purchased and three trucks were rented for student training.

Construction of a diesel shop was approved by the Board of School Directors. Delta Nu Alpha, a professional transportation fraternity, provided films, a student-of-the-year award, and media coverage.

FIELD TRIPS

PULASKI HIGH SCHOOL
TRANSPORTATION SPECIALTY

Date:	Location:	Purpose:	Number of Participants/ Grade Level
11/8/78	Advance Transportation Company	To help better inform students of opportunities in the industry and to provide minority and majority students an opportunity to observe adults working together in their chosen field	45 Gr 10 14 Gr 11 11 Gr 12
3/28/79	C.W. Transport, Inc. 7300 West 71st Street Bridgeview, Illinois	To survey careers in transportation	28 Gr 10 10 Gr 11 2 Gr 12
5/16/79	**AC Spark Plug Division** General Motors Corp. 7929 South Howell Avenue Oak Creek	To survey careers in transportation	28 Gr 10 10 Gr 11 2 Gr 12
6/1/79	W.T.C. Air Freight 4930 South 2nd Street Milwaukee	To survey careers in transportation	4 Gr 10 9 Gr 11 2 Gr 12

INSERVICE TRAINING

PULASKI HIGH SCHOOL
TRANSPORTATION SPECIALTY

Date:	Subject Covered:	Number of Participants:	Consultant(s):
6/79	Program improvements, books in print, magazines, periodicals, needs of industry, employment opportunities, student preparations	10	Delta Nu Alpha Transportation Fraternity

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School Pulaski High School

Program Transportation Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
6/19/79	David Kennedy, Dale Peters, Cummins, Wisconsin	Review of plans for new diesel shop; improvement of engine rebuild section, employers' requirements for post education, training materials	X			
6/20/79	Glenn Marcus	Review of diesel shop plans, materials, sources of engines and parts, and factory training and transportation staffs	X			
6/21/79	George H. Kulla	Review of truck driving area layout, skill development of student drivers, and use of area for instruction	X			
6/26/79	Rod Goretski Gerald Schmidt	Review curriculum materials for Transportation Survey and Transportation Office courses. Effects of current trends on students	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Pulaski High School PROGRAM: Transportation Specialty

COORDINATOR: Howard Davenport

Program Advisory Committee - Diesel Technology

Name Last First	Title	Organization
Andrews, Richard	Territory Manager	Shell Oil Company
Broman, Eldon	Industrial Education Curriculum Specialist	Milwaukee Public Schools
Charney, Howard	Branch Manager	Mutual Truck Prts. Co., Inc.
Labott, Bob	Superintendent of Transportation and Equipment Division	Wisconsin Power and Gas Company
Unold, Betty	Parts and Service Director	Braeger Chevrolet, Inc.
Miles, Stan	District Service Engineer Parts & Service Division	Ford Motor Company
Miller, Warren	Instructional Chairperson	Milwaukee Area Technical College
Posto, Don	Supervising Foreman Motor Equipment	Wisconsin Telephone Company
Rathjen, Neal	Driver Education and Safety Supervisor	Milwaukee Public Schools
Schwark, Harold	Director of Maintenance	Olsen Truck Leasing, Inc.
Seager, Wally	Business Agent	Association of Machinists and Aero Space Workers
Stekiel, Leonard	Business Education Curriculum Specialist	Milwaukee Public Schools
Zaferos, George	Branch Manager	Cummins Wisconsin, Inc.
Schulist, Terry	Sales Representative	C. W. Transport
Schauer, Don	Public Relations	C. W. Transport

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Pulaski High School

PROGRAM: Transportation Specialty

COORDINATOR: Howard Davenport

Student Program Advisory Committee

Name Last First	Title	Organization
Bracey, Nicholas	Student Advisor	Marshall High School
Bradeford, Randy	" "	North Division High School
Medeiros, David	" "	Pulaski High School
McIntosh, Kirk	" "	Lincoln High School
Stoecker, Kenneth	" "	Pulaski High School
Stzibling, Edward	" "	Madison High School
Turner, Richard	" "	Pulaski High School
Van De Loo, Vern	" "	Bay View High School

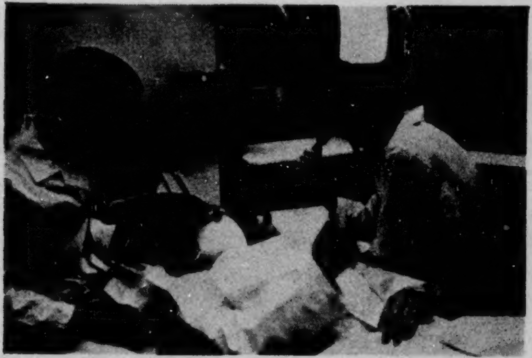
STUDENTS IN DENTAL ASSISTING CLASS
LEARNING CHAIRSIDE PROCEDURES.

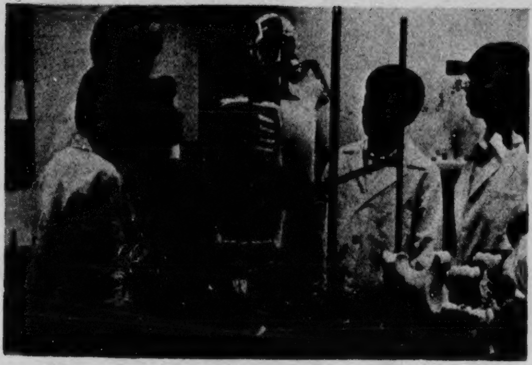
STUDENTS STUDYING MEDICAL TERMINOLOGY
USING A MODEL OF A HUMAN TORSO.

STUDENT STUDYING DENTAL ANATOMY AND
TERMINOLOGY FROM AN ENLARGED MODEL.

STUDENTS IN NURSING ASSISTANCE PRACTICUM
LEARNING TO MAKE AN OCCUPIED BED.

NORTH DIVISION
MEDICAL, DENTAL AND HEALTH





Medical, Dental, Health

The Medical, Dental, Health Magnet Program started in September 1979 as a four-year specialty within the new North Division High School. Facilities included a resource center and three fully-equipped laboratories for dental assistants, medical assistants, and nursing assistants.

Of the 150 students enrolled, about 25 percent traveled to North Division from other home schools to take the specialty courses in the mornings or afternoons. Curricula were to be developed to accommodate a range of student career choices, from entry-level jobs to college entrance. Mount Sinai Medical Center, a large urban hospital complex, cooperated with curricula writing and paid work/study experiences.

North Division High opened with an enrollment of over 97 percent Black students. ESAA Title VII support was withdrawn in January because the integration guidelines were not met. The program continued as a locally-supported specialty.

Many difficulties were responsible for its slow development as a magnet for integration. One year for planning and another for initial operation should have preceded expectations for an innovative program to become a magnet. Furthermore, reduction of the requested budget by one-half resulted in a lack of sufficient personnel for curriculum development, individualization of instruction, counseling, program management, and equipment.

Before the end of the year, the program was fully staffed by the Milwaukee Public Schools, and the basic curriculum had been developed.

FIELD TRIPS

NORTH DIVISION HIGH SCHOOL
MEDICAL, DENTAL, AND HEALTH

Date:	Location:	Purpose:	Number of Participants/ Grade Level
9/25/78	Milwaukee Children's Hospital, Lutheran Hospital, Mount Sinai, St. Mary's Hospital, St. Michael's Hospital, Veteran's Hospital	Tour of a general hospital as part of a study of the health care delivery system	Gr 9 Gr 10 Gr 11 Gr 12
9/25/78	Curative Workshop	Tour of a rehabilitation center for both adults and children	Gr 9 Gr 10 Gr 11 Gr 12
10/9/78, 10/11/78, 10/16/78	Milwaukee Health Department	Tour of the Health Department to introduce the students to community health services and careers	Gr 9 Gr 10 Gr 11 Gr 12
11/29/78	Easter Seal, Harambee Community School, Child and Family Development Center, Penfield Children's Center	Tour of agencies serving high-risk, handicapped, and developmentally-delayed infants and children	Gr 9 Gr 10 Gr 11 Gr 12
12/11/78	Allen-Bradley Company	Tour of an industrial plant as part of a study of accident prevention and emergency medical care	Gr 9 Gr 10 Gr 11 Gr 12
12/18/78	Museum of Science and Industry in Chicago	To study the science and health exhibit	Gr 9 Gr 10 Gr 11 Gr 12

INSERVICE TRAINING

NORTH DIVISION HIGH SCHOOL
MEDICAL, DENTAL, AND HEALTH

Date:	Subject Covered:	Number of Participants:	Consultant(s):
10/18/78	Appropriate student activities for entry-level courses, Health Education for the Professions and Medical Terminology	2	Kathy Kline, health educator
11/18/78	Appropriate student activities for entry-level courses, Health Education for the Professions and Medical Terminology	3	Kathy Kline, health educator
11/30/78	Red Cross Home Nursing Course for Instructors	4	Margaret Ponchar, R.N.
12/78	Inservice on medical terminology course	5	Mr. Berkbeugler

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School North Division High School

Program Medical, Dental, Health Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
10/20/78	Kathleen A. Kline, Instructional Director, University of Wisconsin-Milwaukee, Department of Health and Physical Education	Health education games and activities related to reading and word building		X		
11/13/78 through 12/16/78	Margaret Pinchar, R.N., Nursing Director, American Red Cross	Development of laboratory areas for medical and nursing assistants. Red Cross Home Nursing course for instructors		X		
11/18, 29/78	Kathleen Kline, Instructional Director	Activities for two courses: Health Education for the Professions and Career Survey		X		
11/17-12/30/78	Juanita Ramirez, Instructor, Allied Health Division, University of Wisconsin - Milwaukee	Curriculum development, bibliography, speakers, and community resources for Health Education course	X			

A = Very Valuable
B = Valuable
C = Slight Value
D = Minimum Value

ESAA TITLE VII MAGNET SCHOOL PROGRAM
Consultants, 1978-1979

School North Division High School

Program Medical, Dental, Health Magnet

Date	Consultant	Presentation	Value Rating			
			A	B	C	D
11/17-12/30/7	Phyllis Duke, Media Specialist, University of Wisconsin - Milwaukee	Development of multi-media for Health Education course	X			
12/1/78	Melanie Helmke, Dental Instructor, Milwaukee Area Technical College	Implementing curriculum for Basic Dental Assistants course	X			
12/1, 10/78	Donna Pohl, Instructor, Milwaukee Area Technical College	Content for Dental Assistants II course	X			
12/7-8/78 12/19-20/78	John Berkbuegler, Allied Health and Dental Field, University of Wisconsin - Milwaukee	Review and observations of developing specialty. Suggestions for improvement of Medical Terminology course	X			
12/11, 18/78	Virginia Chybowski, Milwaukee Area Technical College	Program planning, Dental Assistants program	X			

A = Very Valuable
B = Valuable

C = Slight Value
D = Minimum Value

JOURNALISM STUDENTS
TELEPHONE FOR MORE INFORMATION.

STUDENT WORKS ON A PHOTO ASSIGNMENT
AS CLASSMATES TYPE NEWS STORIES.

PUNCHING UP THE SHOTS
ON THE VIDEO SWITCHER

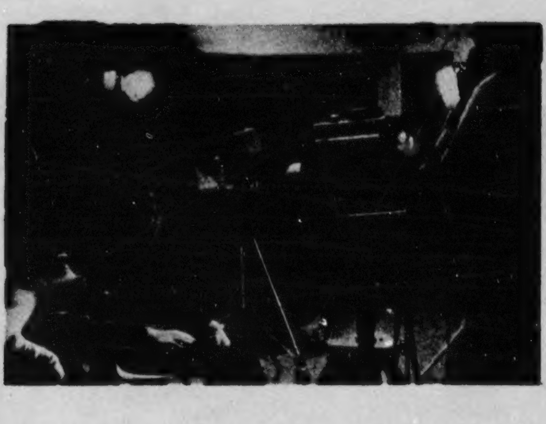
SHOOTING A TV SHOW

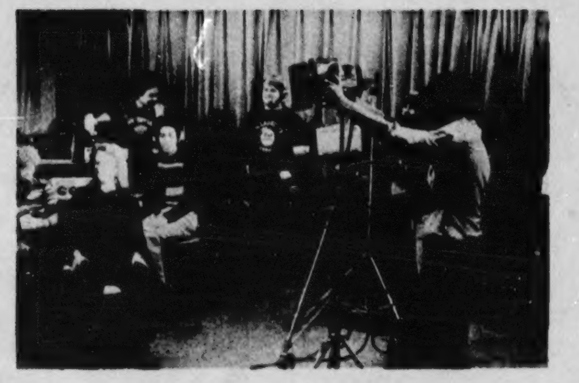
TAPING THE MORNING DJ SHOW

ALL TALENT WAITS AS STUDENT
ADJUSTS A STUDIO LIGHT.

MARSHALL JR. & SR. HIGH SCHOOL

COMMUNICATIONS AND MEDIA





Communications and Media

Marshall High School opened the Communications and Media Magnet in Fall 1977 as a special program within the school for 11th- and 12th-grade students. In 1977, two-thirds of the 54 students enrolled traveled to Marshall daily from their home schools for the special classes.

In 1978, the program expanded to include Grades 9 and 10. There were 145 enrollees, 123 in broadcasting and 22 in journalism. Nineteen percent commuted from various home schools.

Introductory courses were offered for the first two years: Careers in Media and Issues in Media. Oral Communications was a tenth-grade offering. Concurrent enrollment in Personal Typing was encouraged.

For Grades 11 and 12, Broadcast Communications offered training in radio and television production and formating. Students learned to put shows on the air and screen, from script-writing to filming, directing, and presenting. From its school studio, the class produced a 15-minute weekly radio program over WYMS, the Milwaukee Public Schools' radio station.

Advanced Broadcasting, a new offering for seniors, included the development of a series of career tapes which were aired for MPS career education and guidance programs via the system's television station. A broadcasting studio and a series of mini-studios were Board-funded improvements added in 1979.

In Journalism Workshop, Grade 11 and 12 students learned the basics about newspaper and magazine writing and production, advertising, and public relations. The course included broadcast journalism, photo journalism, and writing for business publications. Students were given news assignments in the city to cover and report. Media professionals addressed the class. Each student spent one week with a professional of his or her choice and then reported on the experience.

A journalism laboratory was added to the Communications and Media Specialty in 1979.

FIELD TRIPS

MARSHALL HIGH SCHOOL
COMMUNICATIONS AND MEDIA

Date:	Location:	Purpose:	Number of Participants/ Grade Level
9/26/78	Radio Station WYMS	To view studio facilities and meet broadcasting personnel	9 Gr 11 9 Gr 12
10/11/78	Standard Oil Indiana	To tour an industrial video facility and explore career possibilities in such a setting	Gr 10 Gr 11 Gr 12
10/11/78	Chicago Museum of Modern Art	To tour facilities and view production methods of video art forms	Gr 10 Gr 11 Gr 12
10/24/78	Milwaukee Police Academy	To tour facilities and view examples of video used in training MPD personnel	3 Gr 11 13 Gr 12
11/16/78	Radio Station WAWA	View production facilities of an ethnic-focus station and meet with personnel working in such a facility	17 Gr 11 22 Gr 12
11/21/78	Radio Station WLPX/WISN	View production facilities of an album rock and MOR stations	17 Gr 11 22 Gr 12
11/28/78	Kalmbach Publishing and Milwaukee Journal	Tour facilities and learn about careers in two varied operations	2 Gr 11 6 Gr 12
12/4/78	Radio Station WKTI	Tour facilities and speak with persons in radio careers	Gr 9 Gr 10
12/12/78	Radio Station WOKY	View production facilities of AM radio station and its news department	Gr 11
12/13/78	Radio Station WQFM	View facilities of FM radio station and speak with personnel	Gr 11
2/28/79	Milwaukee Police Academy	Tour facilities and speak with media personnel	Gr 9
3/7/79	Channel 6	View TV production facilities	Gr 11
3/9/79	Channel 6	View TV production facilities	Gr 11
4/9/79	Radio Station WEMP/WNUW	Visit radio station that has recently changed programming format	Gr 12

FIELD TRIPS

MARSHALL HIGH SCHOOL
COMMUNICATIONS AND MEDIA

Date:	Location:	Purpose:	Number of Participants/ Grade Level
4/9/79	Channel 6	Visit television production facility and learn about career opportunities that are available in such an organization	Gr 11
4/24/79	Channel 6	Visit TV station and visit with people engaged in communications careers	Gr 9
5/2/79	Pabst Brewery	To visit public relations department of a large industrial plant	Gr 9
5/2/79	Channel 6	To visit TV station and be present in control room while a program is being produced	Gr 12
5/3/79	PAC	To view slide show produced as part of an advertising campaign	Gr 12
5/3/79	Madison, Wisconsin	To participate in Governor's press conference and tour University of Wisconsin School of Journalism	Gr 11 Gr 12
5/8/79	Channel 18	To visit TV station and view production facilities	Gr 11
5/8/79	Rexnord Video Division	To visit industrial video/public relations facility	Gr 12
5/24/79	Chicago	To visit video Expo 1979	Gr 12

JOURNALISM CAREER SPECIALTY SCHOOL
TECHNICAL ADVISORY COMMITTEE

Harry Blomgren
Cramer-Krasselt Advertising Agency
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276-3500

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224-7132

Walter Jones
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2431 West Hopkins 53206
445-2031

Richard Leonard
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224-2302

Max Nelson
The Milwaukee Sentinel
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224-2136

Donna Rouner
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Lynn Skeen
Zigman-Joseph-Skeen Public Relations
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Career Education Supervisor
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Milwaukee, WI 53201

John Holmes, Specialty Teacher
John Marshall Sr. High School

BROADCAST CAREER SPECIALTY SCHOOL

TECHNICAL ADVISORY COMMITTEE

Higher Education

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Marquette University
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Milwaukee, WI 53233

Dr. Ruane B. Hill
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University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201

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WMVS-TV
Milwaukee Area Technical College
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Milwaukee, WI

Television Stations

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WTMJ-TV
420 East Capitol Drive
Milwaukee, WI 53201
(also serving as the representative from the Wisconsin Broadcasters Association)

Mr. Carl Zimmermann
WITI-TV
9001 North Green Bay Road
Milwaukee, WI 53201

Mr. Don Hess
WISN-TV, Channel 12
759 North 19th Street
Milwaukee, WI 53233

Radio Stations

Mr. Doug Jones
WNOV Radio Station
3801 North 20th Street
Milwaukee, WI 53206

Mr. Tom Lambert
WISN Radio Station
759 North 19th Street
Milwaukee, WI 53233

Public Relations

Mr. Don Metzger
Don Metzger, Inc.
5600 West Brown Deer Road
Milwaukee, WI 53233

Organizations

Mr. Richard Herbst
Wisconsin Broadcasters Association
P. O. Box 11725
Milwaukee, WI 53211
(also serving as the representative from WTMJ-TV)

Mrs. Lois Robinson
Wisconsin Friends of Public Broadcasting
17355 Evergreen Court
Brookfield, WI 53005

Mr. E. Walter Clare
International Brotherhood of Electrical Workers, Local 715
5006 West Burleigh Street
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John Marshall Sr. High School
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Milwaukee, WI 53216

ACADEMIC EXCELLENCE
IS HER GOAL.

PARAPROFESSIONALS REINFORCE
KING'S SPECIAL EMPHASIS,
INDIVIDUALIZED LEARNING.

FRESHMEN DISCOVER THAT
COLLEGE SKILLS ORIENTATION
IMPROVES READING, STUDY,
AND MEMORY SKILLS.

SENIORS LEARN AND PRACTICE
LIFETIME RESEARCH SKILLS
IN INDEPENDENT STUDY.

COLLEGE PREPARATORY

RUFUS KING
HIGH SCHOOL

High School for the College Bound

In 1978, Rufus King High School initiated the nation's first public school for college preparation. Students in Grades 9 through 11 were required to study English, foreign language, mathematics, science, social studies, college orientation, physical education, and Independent Study, a junior-year course introducing students to research methods. Electives included business, art, music, home economics, drivers' education, and industrial education. A Research and Development Center was planned for students to apply theories of science and mathematics in long-range research projects. The Center will include manufacturing, visual communications, and electronics laboratories. Students competed against other prep schools in an extensive sports program.

The College-Bound Program required 44 credits for graduation, instead of the normal 36 credits. The senior year will be added in 1979. In 1978-1979, College Bound enrollment was about 300. Rufus King School also housed the Gifted and Talented middle school.

During 1979, Rufus King became the first of three Wisconsin schools accepted into the International Baccalaureate, a two-year curriculum of university-level liberal arts studies. College-bound students who complete and pass the International Baccalaureate program can gain admission to most universities in the world and can enter American institutions with at least one year of college credit.

Magnet funding supported a curriculum coordinator, ten paraprofessional aides, and inservice training.

INSERVICE TRAINING

RUFUS KING
COLLEGE PREPARATORY

Date:	Subject Covered:	Number of Participants:	Consultant(s):
11/30/78	Motivating the college bound, providing humanistic education, establishing realistic grading standards for the college bound, teaching creatively, upgrading learning skills for college success	25 King prep staff	Dr. Harley Lautenschlager Terre Haute, Indiana
1/79	Curricular assistance in writing English, French, German, Spanish, Social Studies, Biology, and Math courses in the International Baccalaureate Program	8 IB staff at King Representatives of Racine Case, Wausau East, MPS Central Office	Principal Melvin Serisky and Francis Lewis High School staff (6) from Queens, New York
1/15/79 to 1/16/79	Teaching about and learning from Africa in the English and Social Studies, promoting multiracial community (Activity cancelled when magnet funding was frozen.)	25 King prep staff 300 students	Dr. Henry Bucher, Director of the African Studies Department at UW-Madison; Kofi Mensah, graduate student from Ghana; David Anthony, Black graduate student who worked in Tanzania
3/79	Continuing staff and student inservice by the author of College Skills Orientation course developed at the University of Ohio	25 King staff 200 Freshman enrolled in CSO	Dr. John Dwight
4/79	Introduction to futuring, updating the curriculum for tomorrow's coping	25 King staff	Dr. Lee Smalley, Co-Director of the UW-Stout Center for Future Studies
4/19/79	Articulation between college-bound program at King and MATC	25 King staff	Dr. Hannah Pickett, MATC Dean

INSERVICE TRAINING

RUFUS KING
COLLEGE PREPARATORY

Date:	Subject Covered:	Number of Participants:	Consultant(s):
5/79	Designing International Baccalaureate (IB) Contemporary International Relations course	3 staff members	Dr. Mike Hartoonian, Social Studies Specialist, DPI; Dr. Henry Bucher, Director of African Studies Department, UW-Madison
6/79	Designing IB Advanced Biology course	Science Chairperson	Dr. Charles Barman, Biology Department, UW-Superior

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979

SCHOOL: Rufus King

PROGRAM: College Preparatory Magnet

COORDINATOR: Marilyn Cooper

Program Advisory Committee

Name Last First	Title	Organization
Larkin, William	Principal	King Prep
Cooper, Marilyn	Curriculum Coordinator	King Prep
Evers, Pat	Student Advisory Committee President	King Prep
Shaw, Mary	Parent Committee President	St. Joseph's Hospital
Bach, Robert	City-Wide Advisory Committee	Perfex Corporation
Lambert, Richard	City-Wide Advisory Comm.	First Wisconsin Bank
Broman, Eldon	MPS Curriculum Specialist in Industrial Education	Milwaukee Public Schools

EVALUATION

EVALUATION

Evaluation provided two services:

1. Assessment of the extent to which program objectives were met, or summative evaluation, and
2. A monitoring system of the implementation of project activities, or process evaluation.

This section reports summative and process evaluation methods and outcomes and describes additional evaluation activities.

Summative Evaluation

Objectives to be evaluated were developed by the Research Department with the cooperation of curriculum supervisors and the approval of the Advisory Committee. Table 3, the Evaluation Chart, indicates for each objective its instrumentation, time table, and the expected standard of accomplishment.

A report for each objective follows the chart.

TABLE 3

EVALUATION CHART

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
I. To improve psychomotor and cognitive achievement through a health, science, and physical education program so that:			
-- At least 70 percent of the participating pupils will surpass the 50th percentile level of fitness on the Youth Physical Fitness Test developed by the President's Council on Physical Fitness and Sports.	National Physical Fitness Test	May 1979	Seventy percent exceeding 50th percentile is based on historical baseline data.
-- Participating pupils will display a significant improvement in knowledge relative to health education/science based on locally-developed pretests and posttests.	Local development of health education test according to principles of good test construction	September 1978 May 1979	Statistically significant difference (5% level)
II. To reduce the effects of racial isolation through elementary school option programs such that:			
-- At least 85 percent of project students will report, on a locally-developed survey, improved multi-ethnic understanding and appreciation.	Local development of survey	May 1979	Historical baseline indicates 85 percent to be reasonable expectation.

TABLE 3 (Cont'd)

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
-- The performance of project pupils in reading and mathematics in Grades 3 and 7 will exceed system performance levels over the 1977-1978 baseline year.	Metropolitan Achievement Tests	May 1979	1977-1978 baseline data
-- At least 85 percent of project student parents will indicate, on a locally-developed survey, satisfaction with the educational program in the school their children attend.	Local development of survey	May 1979	Historical baseline data indicates 85 percent to be reasonable expectation.
-- At least 75 percent of the pupils participating in the environmental educational program will show mastery (80% or more correct items) of environment concepts when tested at the end of the school year with a locally-developed instrument.	Local development of environment education test according to principles of good test construction	May 1979	Seventy-five percent mastering of content represents experience and professional judgment of staff members
-- The performance of multi-language project pupils in Grade 3 will exceed that of a sample of monolingual arts as measured by end-of-school-year test administration.	Metropolitan Achievement Tests	May 1979	Comparison group

TABLE 3 (Cont'd)

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
— At least 90 percent of the students participating in each high school magnet specialty program will show on locally-developed instruments administered at the end of the project year that . .			
a) they are satisfied with their school program.	Local development	May 1979	Historical baseline indicates 90 percent to be reasonable expectation.
b) they (non-graduating students) intend to re-enroll during 1979-1980.	Local development	May 1979	Historical baseline indicates 90 percent to be reasonable expectation.

Assessment of Objective I

I. To improve achievement in the psychomotor, cognitive, and affective domains of learning so that:

-- At least 70 percent of the participating pupils will surpass the 50 percentile level of fitness on the Youth Physical Fitness Test developed by the President's Council on Physical Fitness and Sports.

The objective refers to the Science, Health, and Physical Education Magnet Program which opened at Twentieth Street Elementary School in 1977-1978.

The school was unable to meet magnet desegregation requirements in 1979 due to a rise in minority population which the principal attributes to its proximity to the newly-constructed Twenty-First Street School a few blocks away. Kindergarten pupils were exempt from integration requirements so that they could attend neighborhood schools. The shift of Twentieth Street white kindergarten children to Twenty-First Street School, along with bussing problems, was largely responsible for elimination of Twentieth Street as a magnet school within a few months and the cancellation of the formal evaluation.

However, the program, initiated by ESAA Title VII, continued at the school on a limited basis with a reduced staff.

The Youth Physical Fitness Test was administered to all Milwaukee Public Schools fifth and sixth graders at the end of the year. Test events are Flexed Arm Hang, Shuttle Run, Standing Long Jump, 50-Yard Dash, Softball Throw, 600-Yard Run Walk, and Sit-Ups.

System-wide, 77 percent of students tested scored above the 50 percentile level. At Twentieth Street School, 39 percent (11 girls and 14 boys) of the 76 pupils scored over the 50 percentile level. Achievement was 31 percent below the criterion set for a fully-funded magnet program.

Twentieth Street School was one of the four lowest in percent of "badge winners", pupils who scored above the 85 percentile level on national norms. The highest school had 50 percent winners compared with one percent for Twentieth Street.

I. To improve achievement in the psychomotor, cognitive, and affective domains of learning so that:

- Participating pupils will display a significant improvement in knowledge relative to health education/science, based on locally-developed pretests and posttests.

There was no opportunity to develop health education and science tests because the program was dropped as a magnet in its infancy.

Assessment of Objective II

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

— At least 85 percent of project students will report, on a locally-developed survey, improved multi-ethnic understanding and appreciation.

A 17-item student survey was developed to elicit student reports on changes in their own behavior, since the previous year, as evidence of increased or decreased multi-ethnic understanding. Six hundred ninety-one students in Grades 6 through 12 in 13 magnet schools responded anonymously in April 1979.

Percent response to each item is reported in Table 4 for the total group and by school.

TABLE 4

ESAA TITLE VII MAGNET PROGRAM STUDENT SURVEY, SPRING 1979

		PERCENT RESPONSE Total: 13 Schools N=691
1. What is your sex?	Male	46
	Female	54
	No Response	
2. What grade are you in?	6	17
	7-8	31
	9	10
	10-11	24
	12	11
	No Response	7
3. Which is your race or ethnic group?	Asian	1
	Black	37
	Hispanic	7
	Native American	1
	White	53
	No Response	1
4. Last year did you do school work with pupils of races or ethnic groups other than you own?	Yes	78
	No	20
	No Response	2
5. Do you work with other races or ethnic groups more this year than last?	Yes	66
	No	33
	No Response	1

MAGNET PROGRAMS

PERCENT RESPONSE												
ELEMENTARY				MIDDLE/JUNIOR HIGH			SENIOR HIGH					
Environmental Education N=24	Creative Arts N=21	Gifted and Talented N=49	Teacher/Pupil Learning Center N=24	Performing Arts N=90	Gifted and Talented N=45	Multi-Unit Multi-Cultural N=94	Performing Arts N=51	College Prep N=74	Communications and Media N=48	Transportation N=49	Community Human Services N=28	Computer Data Processing N=94
67	29	45	5	49	47	43	35	46	58	67	18	45
33	71	55	50	51	53	51	65	54	40	33	82	55
									2			
100	100	100	96	—	—	—	—	—	2	—	—	—
—	—	—	4	99	100	79	2	—	—	—	4	1
—	—	—	—	—	—	18	—	—	2	—	—	22
—	—	—	—	—	—	—	49	39	35	76	68	45
—	—	—	—	—	—	—	45	39	52	8	11	24
—	—	—	—	1	—	3	4	22	9	—	17	8
—	5	2	—	1	—	—	2	4	—	—	—	—
46	52	47	63	27	36	3	41	54	50	29	57	41
—	—	—	4	4	2	42	2	—	2	—	—	1
4	5	—	8	3	—	2	—	—	—	—	—	—
50	33	51	29	62	62	53	55	42	48	69	36	55
—	5	—	—	3	—	—	—	—	—	2	7	3
79	67	86	71	73	89	82	90	64	71	69	86	81
21	29	8	25	22	11	17	10	35	29	27	10	18
—	4	6	4	5	—	1	—	1	—	4	4	1
71	62	63	58	62	47	78	79	69	63	55	71	61
29	38	37	38	38	53	22	19	28	37	43	25	38
—	—	—	4	—	—	—	2	3	—	2	4	1

TABLE 4 (Cont'd)

ESAA TITLE VII MAGNET PROGRAM STUDENT SURVEY, SPRING 1979

		PERCENT RESPONSE Total: 13 Schools N=691
6. Last year did you have friends from other races or ethnic groups?	Yes	83
	No	17
	No Response	
7. Do you have more friends from other races or ethnic groups this year than last?	Yes	63
	No	36
	No Response	1
8. Last year did you ever eat lunch with pupils from other races or ethnic groups?	Yes	62
	No	37
	No Response	1
9. Do you eat lunch with pupils from other races or ethnic groups more frequently this year than last?	Yes	40
	No	59
	No Response	1
10. Last year did you ever fight or argue with pupils of other races or ethnic groups?	Yes	46
	No	53
	No Response	1
11. Do you fight or argue with pupils of other races or ethnic groups more this year than last?	Yes	25
	No	75
	No Response	

MAGNET PROGRAMS

PERCENT RESPONSE												
ELEMENTARY				MIDDLE/JUNIOR HIGH			SENIOR HIGH					
Environmental Education N=24	Creative Arts N=21	Gifted and Talented N=49	Teacher/Pupil Learning Center N=24	Performing Arts N=90	Gifted and Talented N=45	Multi-Unit Multi-Cultural N=94	Performing Arts N=51	College Prep N=74	Communications and Media N=48	Transportation N=49	Community Human Services N=28	Computer Data Processing N=94
79	71	86	92	74	87	91	88	73	79	82	86	87
21	29	14	8	26	11	9	12	27	21	16	10	13
					2					2	4	
67	57	65	63	51	60	76	73	72	67	41	68	61
33	38	35	37	49	40	23	27	28	33	57	29	37
—	5	—	—	—	—	1	—	—	—	2	3	2
96	67	78	88	63	76	81	47	49	37	37	61	54
4	33	22	12	37	24	19	53	51	63	61	32	44
—	—	—	—	—	—	—	—	—	—	2	7	2
58	57	53	50	33	38	56	45	38	19	27	36	31
42	43	45	50	66	62	44	55	62	81	73	57	65
—	—	2	—	1	—	—	—	—	—	—	7	4
71	57	45	58	60	36	43	45	34	46	56	54	34
29	38	55	42	39	62	57	55	66	54	44	39	66
—	5	—	—	1	2	—	—	—	—	—	7	—
29	24	20	37	33	24	17	33	22	25	36	10	15
71	76	78	58	67	76	83	67	78	73	64	82	83
		2	5						2		8	2

TABLE 4 (Cont'd)

ESAA TITLE VII MAGNET PROGRAM STUDENT SURVEY, SPRING 1979

		PERCENT RESPONSE Total: 13 Schools N=691
12. This year have you learned more about other races or ethnic groups than you learned last year?	Yes	62
	No	37
	No Response	1
13. In general, do pupils of different races or ethnic groups seem to get along better this year than last year?	Yes	56
	No	42
	No Response	2
14. Do some races or ethnic groups get into more trouble at school than others?	Yes	59
	No	38
	No Response	3
15. If "Yes", which groups get into more trouble?	Asian	1
	Black	41
	Hispanic	8
	Native American	2
	White	17
	No Response	31

16. and 17. (Open-ended questions, refer to text)

MAGNET PROGRAMS

PERCENT RESPONSE												
ELEMENTARY				MIDDLE/JUNIOR HIGH			SENIOR HIGH					
Environmental Education N=24	Creative Arts N=21	Gifted and Talented N=49	Teacher/Pupil Learning Center N=24	Performing Arts N=90	Gifted and Talented N=45	Multi-Unit Multi-Cultural N=94	Performing Arts N=51	College Prep N=74	Communications and Media N=48	Transportation N=49	Community Human Services N=28	Computer Data Processing N=94
67	76	59	79	64	64	85	73	64	51	39	68	37
33	24	41	12	36	33	15	27	36	49	61	29	61
—	—	—	9	—	3	—	—	—	—	—	3	2
58	81	74	46	29	40	64	75	62	56	48	43	63
42	19	24	46	71	60	35	25	36	44	52	43	31
—	—	2	8	—	—	1	—	2	—	—	14	6
88	52	63	75	67	60	53	49	64	58	63	36	51
12	48	33	17	30	38	47	49	34	33	37	50	43
—	—	4	8	3	2	—	2	2	9	—	10	6
—	—	2	—	—	—	—	—	1	4	—	—	1
96	76	61	46	60	51	14	33	19	52	43	39	28
—	5	4	—	3	4	38	4	1	—	6	4	3
—	—	2	4	2	—	5	—	1	—	—	4	2
—	—	12	25	10	7	6	20	49	8	12	14	21
4	38	19	25	25	38	37	43	29	36	39	39	45

Respondents were 46 percent minority and 53 percent white. Sixty-six percent indicated that they did more school work with other races or ethnic groups in 1978-1979 than in 1977-1978 and 63 percent that they had more friends from other races or ethnic groups. There was an increase in racial mixture at lunch. Almost half (46%) were involved in fights or arguments with other races in 1977-1978, a behavior which increased 25 percent in 1978-1979. Fights are not an indicator of increased multi-ethnic understanding or appreciation, but arguments could signify increased communication. Despite this reported behavior, 56 percent said that pupils of different races got along better in 1978-1979 than the previous year. The majority felt that some groups got into more trouble than others. This was the only item to which responses appeared divided according to race. For example, 37 percent of respondents were Black and 41 percent rated Blacks as the group most in trouble.

Kosciuszko Multi-Cultural School had the program whose students indicated the greatest increase in learning about other races or ethnic groups.

Two open-ended questions elicited observations and opinions:

1) "What was the best thing that happened at your school this year to help you understand and appreciate other ethnic groups?"

This item referred to the objective, which required 85 percent improvement in multi-ethnic understanding and appreciation.

Results were:

Positive response = 64 percent examples of helpful happenings
Negative response = 16 percent said nothing happened
No response = 20 percent

The majority of students were helped by specific events in magnet schools. This is an important positive finding despite the fact that the numbers fell somewhat short of the expectation.

Positive responses emphasized school programs and ethnic fairs, information learned from specific teachers or books, mixed sports or field trips, and making new friends.

2) "What could your school do to encourage different ethnic groups to know each other better?"

Results were:

Positive response = 64 percent positive suggestions
Negative response = one percent negative suggestions
Neutral response = five percent, "Nothing"
No response = 26 percent
Don't know = four percent

Positive responses mainly fell into categories:

- Those suggesting discussions, meetings, and activities initiated by the school

  These students appear eager for an opportunity to mix more but have a need for adult assistance in getting started. The majority of black and white responses fell in this category.

- Those suggesting that students will become better acquainted on their own in time

Forty-seven students (7%) reported that their school is already doing a good job. Of these, 89 percent were students at Kosciuszko Multi-Unit/Multi-Cultural Junior High School. This is a striking finding. Perhaps some of the methods developed for the multi-cultural magnet could be incorporated into other specialties to help achieve the goal of multi-ethnic, multi-racial understanding and appreciation.

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

- The performance of project pupils in reading and mathematics in Grades 3 and 7 will exceed system performance levels over the 1977-1978 baseline year.

The Reading and Mathematics Tests of the Metropolitan Achievement Tests were administered city-wide by classroom teachers in May. Grade 3 had Elementary Level, Form F, and Grade 7 had Advanced Level, Form F.

In magnet programs, 319 elementary and 730 secondary students were tested. Magnet program students achieved the objective by having a lower percent of low-scoring students and a greater percent of high-scoring students than the combined third and seventh grades in 1977-1978 (Figure 2).

Figure 2 illustrates that magnet third graders exceeded national as well as system performance. Seventh graders barely exceeded system performance. Seventh-grade results, both magnet and city-wide, indicated more low-category and fewer high-category students than the national sample.

Results by school are reported in Tables 5 and 6.

FIGURE 2. PERCENT OF PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION OF THE METROPOLITAN ACHIEVEMENT TESTS: COMPARISON OF 1978-1979 MAGNET PROGRAM WITH 1977-1978 CITY-WIDE PERFORMANCE

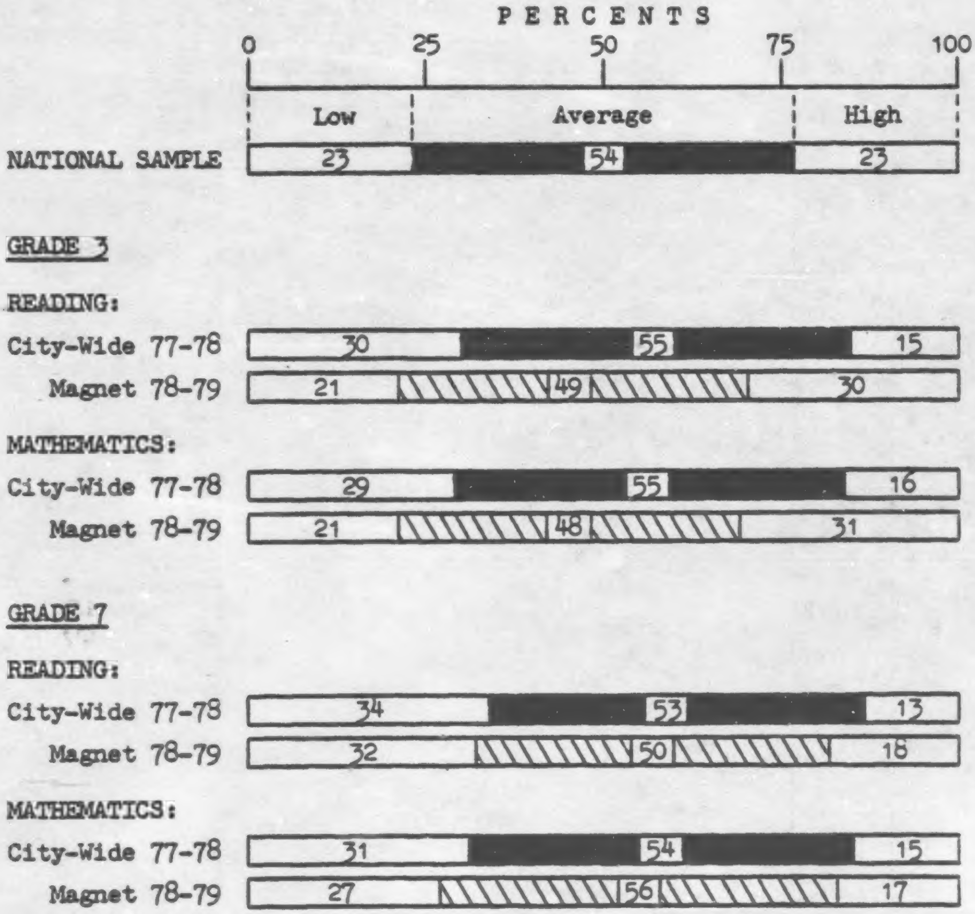

TABLE 5

PERCENT OF THIRD-GRADE PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION METROPOLITAN ACHIEVEMENT TESTS

GROUP	NUMBER OF PUPILS	READING Percent			NUMBER OF PUPILS	MATHEMATICS Percent		
		Low	Average	High		Low	Average	High
Elm	55	13	35	52	56	11	38	52
Hawley	46	18	71	11	46	21	63	16
MacDowell	24	29	50	21	24	42	46	12
Meir	68	0	34	66	68	1	27	72
68th Street	25	4	72	24	26	23	65	12
21st Street	97	44	49	7	96	35	57	8
Magnet Total	315	21	49	30	316	21	48	31
City-Wide 1978	7257	30	55	15	7199	29	55	16
National		23	54	23		23	54	23

TABLE 6

PERCENT OF GRADE SEVEN PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION METROPOLITAN ACHIEVEMENT TESTS

GROUP	NUMBER OF PUPILS	READING Percent			NUMBER OF PUPILS	MATHEMATICS Percent		
		Low	Average	High		Low	Average	High
Fritsche	322	31	55	14	320	22	61	17
King	148	5	44	51	145	5	50	45
Kosciuszko	260	50	46	4	265	44	53	3
Magnet Total	730	32	50	18	730	27	56	17
City-Wide 1978	5771	34	53	13	5583	31	54	15
National		23	54	23		23	54	23

Tables 5 and 6 illustrate the wide performance variation among the magnet specialties. Meir School for the Gifted and Talented and Elm Creative Arts School achieved substantially higher than local and national groups; Sixty-eighth Street Multi-Language School and MacDowell Montessori exceeded city-wide performance. Hawley Environmental exceeded city-wide and national in percent average performance. Twenty-first Street City-Wide Teacher/Pupil Learning Center had the greatest percent in the low category.

Meeting the objective at the seventh-grade level can be attributed to the percent of high-scoring students in the King Gifted and Talented Program. Fritsche Performing Arts students were slightly above the city-wide average. Kosciuszko Multi-Cultural/Bilingual/Individually-Guide Education School had a high percentage in the low category.

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

— At least 85 percent of project student parents will indicate, on a locally-developed survey, satisfaction with the educational program in the school their children attend.

Parent satisfaction with magnet education was addressed in a 12-item survey mailed to a ten percent sample of each school's parents in March 1979. The sample included 350 parents from total-school programs and 150 parents from within-school programs. Responses were received from 134 parents or 27 percent of the sample.

Item #3 asked the specific question required by the objective. Nine other items dealt with the achievement of program goals. The final two items required open-ended responses for parent suggestions and comments. Table 7 shows percent of parent response to Items 1-10.

The objective was achieved by the 86 percent affirmative response to Question #3: "Are you satisfied with the educational program in your child's school?"

Further, 75 or more percent of the parents indicated:

-- satisfaction with their child's progress.

-- that their child seems to be happy in school.

-- that the special magnet program provided a better education.

-- that they had visited the classroom or teacher.

Over 50 percent felt that:

-- integration efforts had improved racial relationships in the school.

-- their child had better understanding of other ethnic groups.

Parent response to the program was largely positive.

TABLE 7

ESAA TITLE VII MAGNET PROGRAM PARENT SURVEY, SPRING 1979

		PERCENT RESPONSE Total: 15 School N=134
1) Does your child seem to be happy in school?	Yes	93
	No	6
	No Response	1
2) Are you satisfied with your child's progress in school?	Yes	80
	No	19
	No Response	1
3) Are you satisfied with the educational program in your child's school?	Yes	86
	No	10
	No Response	4
4) Do you feel that your child is getting a better education because of the special program in her/his magnet school?	Yes	75
	No	21
	No Response	4
5) Do you feel that the integration efforts have improved relationships among the various racial/ethnic groups in your child's school?	Yes	59
	No	31
	No Response	10
6) Does your child have a better understanding of other ethnic groups because of her/his enrollment in a magnet program?	Yes	67
	No	27
	No Response	6
7) Does your child take a school bus to and from school?	Yes	57
	No	43
	No Response	—
8) Have you visited your child's classroom or teacher during this school year?	Yes	76
	No	24
	No Response	—

MAGNET PROGRAMS

PERCENT RESPONSE														
ELEMENTARY						MID/JR HIGH			SENIOR HIGH					
Environmental Education N=10	Creative Arts N=13	Gifted and Talented N=10	Teacher/Pupil Learning Center N=16	Montessori N=16	Multi-Language N= 6	Performing Arts N=10	Gifted and Talented N=11	Multi-Unit Multi-Cultural N=11	Performing Arts N=11	College Preparatory N= 9	Communications and Media N= 2	Transportation N= 4	Community Human Services N= 1	Computer Data Processing N= 4
100	100	100	94	100	100	90	100	82	73	89	100	100	—	75
—	—	—	6	—	—	10	—	18	27	11	—	—	—	25
—	—	—	—	—	—	—	—	—	—	—	—	—	100	—
90	100	100	56	94	100	90	64	91	64	56	50	75	—	75
10	—	—	38	6	—	10	36	9	36	44	50	25	100	25
—	—	—	6	—	—	—	—	—	—	—	—	—	—	—
90	100	100	63	94	100	90	82	82	82	78	100	100	—	75
10	—	—	25	6	—	10	9	18	9	11	—	—	100	25
—	—	—	12	—	—	—	9	—	9	11	—	—	—	—
70	85	100	56	94	100	50	91	73	55	78	100	50	—	75
20	15	—	31	6	—	40	9	18	45	22	—	50	100	25
10	—	—	13	—	—	10	—	9	—	—	—	—	—	—
40	77	100	62	81	83	—	82	36	36	56	100	25	—	50
50	15	—	19	—	17	100	18	45	64	22	—	75	100	25
10	8	—	19	19	—	—	—	19	—	22	—	—	—	25
60	69	90	75	75	100	50	82	36	45	56	100	75	—	75
30	31	10	19	12½	—	50	18	45	45	33	—	25	100	25
10	—	—	6	12½	—	—	—	19	10	11	—	—	—	—
70	92	100	62	75	83	20	55	9	—	78	50	25	100	25
30	8	—	38	25	17	80	45	91	100	22	50	75	—	75
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
100	100	100	62	94	100	80	73	55	27	100	50	—	100	50
—	—	—	38	6	—	20	27	45	73	—	50	100	—	50
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 7 (Cont'd)

ESAA TITLE VII MAGNET PROGRAM PARENT SURVEY, SPRING 1979

		PERCENT RESPONS Total: 15 Schoo N=134
9) Have you attended a parent meeting during this school year?	Yes	49
	No	51
	No Response	—
10) Are you aware that there is a parent advisory committee for your school's magnet program?	Yes	70
	No	29
	No Response	1

MAGNET PROGRAMS

PERCENT RESPONSE

ELEMENTARY						MID/JR HIGH			SENIOR HIGH					
Education =10	Creative Arts N=13	Gifted and Talented N=10	Teacher/Pupil Learning Center N=16	Montessori N=16	Multi-Language N= 6	Performing Arts N=10	Gifted and Talented N=11	Multi-Unit Multi-Cultural N=11	Performing Arts N=11	College Preparatory N= 9	Communications and Media N= 2	Transportation N= 4	Community Human Services N= 1	Computer Data Processing N= 4
50	38	90	56	75	100	40	27	27	18	67	50	25	—	—
50	62	10	44	25	—	60	73	73	82	33	50	75	100	100
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
80	77	90	50	69	33	70	82	82	64	78	100	75	—	50
20	23	10	38	31	67	30	18	18	36	22	—	25	100	50
—	—	—	12	—	—	—	—	—	—	—	—	—	—	—

Consensus by parents on suggestions for improvement centered on:

-- bussing: better drivers, repairs to buses.

-- closer child/teacher contact.

-- expansion of Montessori Program to preschool and junior high.

-- homework.

-- more field trips for Teacher/Pupil Learning Center.

-- larger building for Second Language Program.

-- inclusion of Indian and Wisconsin history.

-- junior high intra-mural sports.

-- closer teacher contact with students and parents.

Parent comments were related mainly to the suggestions mentioned above. In addition, many parents requested more supervision, tighter discipline, program enrollment not limited by requirements for racial balance, magnet summer schools, and praised or criticized specific teachers.

All programs had many staunch supporters and a few who reported unsatisfactory experiences.

Bus schedules appeared to be a major problem.

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

-- At least 75 percent of the pupils participating in the environmental education program will show mastery (80% or more correct items) of environment concepts when tested at the end of the school year with a locally-developed instrument.

The Environmental Education Program was integrated into the total K-6 curriculum at Hawley School. Curriculum was closely bound with the subject matter of a year-long series of field trips to sites which included Hawthorne Glen*, Camp Upham Woods*, Milwaukee County Wehr Nature Center, Palmyra Nature Area*, Oak Ridge Farm*, the Milwaukee Museum of Natural History, Hamilton High School Planetarium, Milwaukee County Zoo, Audubon Nature Center, Mitchell Park Conservatory, Pioneer Village, a power plant, a recycling plant, and others.

An Environmental Education Test was developed by the evaluator in consultation with the supervising teacher and the Environmental Education Specialist, who coordinated the program in the school. A pool of test items was developed based on Activity Sheets and other information presented to teachers and pupils at the field trip sites.

Three test levels were developed:

Level 1	Kindergarten-Middle Primary	15 Items
Level 2	Upper Primary-Grade 4	23 Items
Level 3	Grades 5-6	57 Items

Classroom teachers administered the tests in June. Results are reported in Table 8. Criterion performance by the objective was 80 percent or more items answered correctly by at least 75 percent of the pupils.

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* MPS Division of Municipal Recreation and Community Education

TABLE 8

TEST RESULTS
ENVIRONMENTAL EDUCATION

TEST LEVEL	NUMBER OF ITEMS	POSSIBLE SCORE	GRADE LEVEL	NUMBER OF PUPILS	AVERAGE SCORE	PERCENT PUPIL MASTERY
1	10	15	K	21	13.1	81*
			1	30	13.8	90*
			2	21	14.4	100*
2	16	23	3	25	19.9	88*
			4	27	20.8	93*
3	20	57	5	33	41.79	42
			6	32	40.91	41

* Objective achieved

Mastery was achieved by kindergarten through fourth-grade pupils on Environmental Test Levels 1 and 2. Mastery was not achieved on the Level 3 test by fifth and sixth graders.

It appears that there is a need, at the fifth- and sixth-grade level, for:

-- greater integration of environmental concepts into all curriculum areas.

-- greater participation in field trips.

-- more use of the environmentally-oriented science and social studies textbooks.

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

-- The performance of multi-language project pupils in Grade 3 will exceed that of a sample of monolingual pupils in respect to English language arts and creative expression, as measured by end-of-school-year test administration.

French and German were the only languages used in the Sixty-eighth Street Multi-Language Program. Using the Total Immersion model, all oral and written communication from four-year kindergarten through first grade was in the language program in which the child enrolled, French or German. English language arts was introduced at second grade for 60 minutes per day.

English Language Arts

One program objective, based on research associated with the original Total Immersion program at St. Lambert's School in Montreal(1), states that pupils will be able to "achieve skills in the English language arts equal to or greater than their monolingual peers" by the end of Grade 5. Progress toward attainment of this objective was assessed by comparing Sixty-eighth Street School third graders with city-wide performance language sections of the Metropolitan Achievement Tests. Results are reported in Table 9 and graphed in Figure 3.

TABLE 9

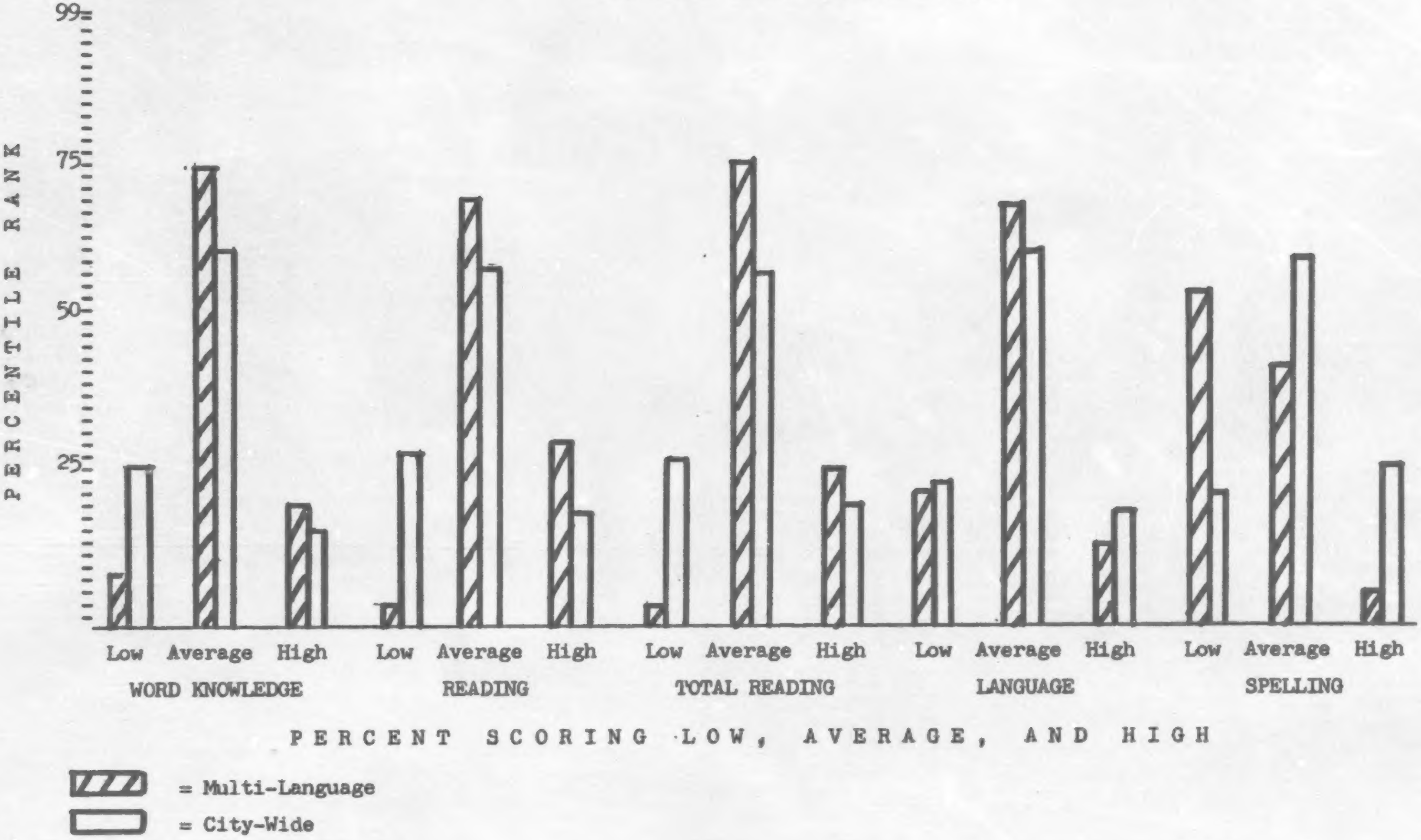
PERCENTS OF THIRD-GRADE PUPILS SCORING IN THREE CATEGORIES OF THE PERCENTILE RANK SCALE ENGLISH LANGUAGE ARTS SUBTESTS OF THE METROPOLITAN ACHIEVEMENT TESTS 1979

SUBTEST	NUMBER OF PUPILS	MULTI-LANGUAGE PROGRAM 68TH STREET SCHOOL			NUMBER OF PUPILS	CITY-WIDE		
		Percent				Percent		
		Low	Average	High		Low	Average	High
Word Knowledge	25	8	72	20	6066	24	59	17
Reading	25	4	68	28	6256	26	57	17
Total Reading	25	4	72	24	6219	25	56	19
Language*	27	22	67	11	3036	24	59	17
Spelling*	27	52	44	4	3161	20	57	23

* City-wide optional

The objective was achieved for Word Knowledge, Reading, and Total Reading where the Multi-Language Magnet Program had more pupils than City-Wide in the average and high categories and fewer in the low. In Language, more Multi-Language Magnet Program pupils scored in the average and fewer in the low category, a positive outcome related to the objective. The low performance of third-grade project pupils in English Spelling was expected. According to the curriculum specialist, the functional language skill of spelling cannot, like other English skills, be achieved through second-language learning. English spelling is emphasized in fourth grade and fifth grade in which English reading and language arts are taught daily for 80 and 100 minutes, respectively. By the end of fifth grade, pupils are expected to equal or exceed their peers in English spelling.

FIGURE 3. ENGLISH LANGUAGE ARTS PERFORMANCE, GRADE THREE, MULTI-LANGUAGE SCHOOL



Creative Expression

Creative expression was assessed in spring with the Group Inventory for Finding Creative Talent (GIFT), which helps "to identify students with attitudes and values usually associated with creativity. These attitudes include independence, curiosity, perseverance, flexibility, and varied interests. Several biographical items are also included."(2)

The assessment was conducted as a validity study by ethnic background for GIFT. GIFT had 36 statements to which pupils indicated agreement or disagreement such as "Easy puzzles are the most fun".

The assessment was conducted as part of a validity study which required each pupil to draw a picture and write a short story. Pictures and stories were rated by judges. The classroom teacher rated each child's intellectual ability and creative ability on five-point scales. Validity correlations of ratings with test scores were statistically significant for both black and white students at the .05 and .01 levels of confidence, respectively, for both the primary and elementary test forms. This finding shows a high relationship between creative expression (drawings and stories) and the GIFT Test.

All Grade 3 pupils in the 1978-1979 Multi-Language School were in the German program. The French program was initiated that year for kindergarten and first grade only. Of the 29 pupils in the validation study, five scored low, 15 scored average, and nine scored high in creativity according to test norms. Table 10 compares the percent of Multi-Language Program with the norm group in high creativity.

TABLE 10

PERCENT OF THIRD-GRADE PUPILS
IN THE HIGH CREATIVITY CATEGORY OF THE GIFT TEST

GROUP	NUMBER OF PUPILS	PERCENT HIGH CREATIVITY
Norm Group	717	23
Multi-Language Grade 3	29	31

The objective was achieved, according to results of the GIFT Test. There were eight percent more third-grade Multi-Language pupils of high creativity than the third-grade sample on which the test was normed.

II. To reduce the effects of racial isolation in the Milwaukee Public Schools such that:

— At least 90 percent of the students participating in each high school magnet specialty program will indicate on a locally-developed survey administered at the end of the project year that:

(a) they are satisfied with their school program.

(b) they (non-graduating students) intend to re-enroll during 1979-1980.

High school student satisfaction with magnet specialty programs and their intent to re-enroll were addressed in the student survey administered in April 1979, which directed the last two items to secondary students.

Item 18: Grades 10 and 12 Only, N=222

"Do you like your school's magnet program?"

Yes = 80%
No = 19%
No Response = 1%

Satisfaction with the program fell ten percent short of the criterion 90 percent.

Within programs, greatest satisfaction (89%) was reported for Washington High School's Computer Data Processing Specialty and least satisfaction (56%) for Riverside High School's Community Human Services Specialty, Table 11.

Item 19: Grade 10 Only, N=142

"Do you plan to enroll in the same magnet program next year?"

Yes = 70%

No = 30%

Intention to re-enroll fell 20 percent short of the criterion 90 percent. Within programs, greatest intent to re-enroll was reported for the Bay View Performing Arts Magnet and the Rufus King College Preparatory Magnet (83% each). Least intent to re-enroll was reported for the Marshall Communications and Media Specialty, Table 11.

Interpretation of these two findings is difficult as there was no relationship between the best liked programs and the programs for which students reported greatest intent to re-enroll. In future surveys, additional information should be obtained by soliciting the reason for negative responses.

TABLE 11

PERCENT RESPONSE
MAGNET HIGH SCHOOL SURVEY

	PERFORMING ARTS	COLLEGE PREP	COMMUNICATIONS AND MEDIA	TRANSPORTATION	COMMUNITY HUMAN SERVICES	COMPUTER DATA PROCESSING	TOTAL
Item 18: Grades 10 and 12 only							
Do you like your school's magnet program?							
NUMBER	46	18	35	43	18	62	222
Percent Yes	80	83	86	72	56	89	80
Percent No	18	17	14	28	44	11	19
Percent No Response	2						1
Item 19: Grade 10 only							
Do you plan to enroll in the same magnet program next year?							
NUMBER	24	17	17	35	13	36	142
Percent Yes	83	83	47	57	62	81	70
Percent No	17	17	53	43	38	19	30

Process Evaluation

Three methods were used to monitor the implementation of project activities:

1. Activity Report: a rating of the status of implementation of each project activity and a report of associated problems, if any. The report was completed in November, February, and May by the school staff persons who administered the programs. Copies were forwarded to program curriculum specialists and curriculum supervisors.
2. Consultant Report: a rating of the value of consultants' presentations. Ratings were completed by the persons who obtained consultant services, either the school staff member or Central Office specialist or supervisor, following the consultant's presentation.
3. Multi-Cultural Survey: an assessment of multi-cultural activities and school atmosphere in magnet schools compared with non-magnet schools. The survey was completed in March by the vice-principal or guidance counselor.

This section describes the findings of the three process evaluation activities.

Activity Report

At the end of the year, Magnet Program leaders in the schools and curriculum specialists and supervisors in the Central Office were surveyed about the value to them of Activity Reports as a monitoring device. On the two surveys, Items #1, 3, 4, and 5 were complementary. Items #2, 6, 7, 8, and 9 were identical. Findings of the two groups are reported together in Table 12.

TABLE 12

MAGNET STAFF OPINION OF ACTIVITY REPORTS

SURVEY ITEM	PERCENT RESPONSE					
	School Leaders N=12			Central Office Supervisors N=6		
	Yes	No	NR*	Yes	No	NR*
1. Was it difficult to complete the reports?	8	92				
1. Did you read the reports? (If your answer is "No", stop here.)				100		
2. Were the reports useful to you as a program monitor?	75	17	8	83	17	
3. Did the reports give your curriculum supervisor new information about program operation?	42	33	25			
3. Did the reports give you new information about program operation?				50	50	
4. Did your curriculum supervisor take any action because of information received from the reports? (If "No", skip to Item #6.)	42	33	25			
4. Did you take any action because of information received from the reports? (If "No", skip to Item #6.)				50	50	

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* No Response

TABLE 12 (Cont'd)

SURVEY ITEM	PERCENT RESPONSE School Leaders N=12 Yes	No	NR*	Central Office Supervisors N=6 Yes	No	NR*
5. Did the curriculum supervisor's action help the program to get under way or to run more smoothly?	100					
5. Did your action help the program to get under way or to run more smoothly?				50	50	
6. Should this form of feedback be continued next year? (If "Yes", answer Items #7 and #8. If "No", answer Item #9).	92		8	83	17	
7. Please suggest improvements in the format. Six of the 18 respondents suggested no change. Two suggested a more detailed rating scale. One supervisor requested that school leaders suggest possible solutions to problems reported.						
8. What additional information would you like to receive? or report? Two curriculum specialists wanted no additional survey information, stating a preference for personal contact. School leaders suggested reporting budget status, unique activities, parent involvement, special programs, and speakers.						

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* No Response

Findings suggest that the Activity Report method of program monitoring was useful to the majority of school and Central Office staff. It was valuable for curriculum specialists and supervisors who were unable to follow specific programs as closely as they wished and as a record of program implementation. Revisions in format are recommended.

Consultant Report

Magnet programs were enriched by the participation of consultants who brought their expertise to inservice training sessions, school programs, and curriculum planning. Specialty schools were asked to rate the work of consultants funded by the ESAA Title VII. Program coordinators checked consultant performance on a four-point scale: Very Valuable, Valuable, Slightly Valuable, and Of Minimal Value.

During 1978-1979, the presentations of 98 consultants were rated by 12 schools and the Central Office. None was rated of slight or minimal value. Eighty-two (84%) were rated "Very Valuable". Sixteen (16%) were rated "Valuable".

The conclusion is that high quality persons were selected as consultants, and the funds were spent on experiences of lasting value for staff and students.

Multi-Cultural Survey

An assessment of the multi-cultural climate of magnet schools compared with a sample of non-magnet public schools was taken in March 1979. The instrument was Dr. James Banks' "How Multi-Cultural Is Your School Program?" (see next page).

It was completed by the vice-principal (elementary schools) or a guidance counselor (secondary schools) at the 12 magnet schools and 13 comparable comparison schools: Emerson, Franklin, Hawthorne, Manitoba, 65th Street, 24th Street, and 27th Street Elementary Schools, Fulton and Morse Junior High Schools, and Custer, Lincoln, Milwaukee Trade and Technical, Madison, Juneau, South Division, and West Division High Schools.

Each of 16 items was rated on a five-point scale with a possible high score of 80. Results are shown in Table 13.

TABLE 13

MULTI-CULTURAL SURVEY
MAGNET SCHOOLS VS. COMPARISON SCHOOLS

GROUP	NUMBER OF SCHOOLS	TOTAL SCORE		
		$\bar{x}$	SD	t
Magnet Schools	12	64.3	8.8	2.96*
Non-Magnet Schools	13	52.2	11.7	

* Difference is significant at the .01 level of confidence.

281

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESAA TITLE VII MAGNET PROGRAM 1978-1979
"HOW MULTICULTURAL IS YOUR SCHOOL PROGRAM?"

SCHOOL:____________________________ COUNSELOR OR VICE-PRINCIPAL:____________________

Directions for using this rating scale: Check "na" if the answer to the question is "not a all". Check "1" if the answer is "yes, but very little". Check "5" if the answer is "yes, that aspect of our program is outstanding". Check the numbers from 2 to 4 if the response is somewhere between the extremes. By adding the points when you have finished rating your school, you can get a rough estimate of the general quality of your total multicultural educational program. "na" = 0 points. 80 is the total number of points possible.

1. Is information about American ethnic groups included in all of the courses in the school, including the social studies, English, literature, physical education, home economics, and science? na 1 2 3 4
2. Is there a procedure for evaluating the treatment of ethnic groups in textbooks before they are adopted for use in the school? na 1 2 3 4
3. Are there pictures of minority groups in the classrooms and in the halls of the school? na 1 2 3 4
4. Do the calendars in the school include information about ethnic holidays and outstanding Americans of ethnic origin? na 1 2 3 4
5. Do the foods that are served in the school cafeteria reflect the ethnic diversity of American life? na 1 2 3 4
6. Do school assemblies and plays reflect the ethnic diversity of American life? na 1 2 3 4
7. Are the teachers and administrators provided inservice workshops and activities where they can acquire content about American ethnic cultures and ways to teach about them? na 1 2 3 4
8. Does the school's professional library include books about American ethnic groups and ways to teach about them? na 1 2 3 4
9. Does the school's library include an ample number of books about American ethnic groups for all grade levels? na 1 2 3 4
10. Does the school library subscribe to ethnic magazines such as Ebony, Indian Historian, Amerasia Journal, and El Grito? na 1 2 3 4
11. Is there, or has there been, a curriculum committee created to devise ways to integrate the entire school curriculum with ethnic content? na 1 2 3 4
12. Are individuals from the various ethnic organizations within the community or in nearby communities frequently invited to speak to classes and in school assemblies? na 1 2 3 4
13. Does the school offer elective courses in ethnic studies? na 1 2 3 4
14. Do school holidays and celebrations reflect the ethnic diversity of American life? na 1 2 3 4
15. Do bulletin boards and other displays in the school reflect the ethnic diversity of American life? na 1 2 3 4
16. Does the school district have an ample supply of films, filmstrips, records, and other multimedia resources on American ethnic groups? na 1 2 3 4

TOTAL SCHOOL SCORE _____

Taken from James A. Banks, TEACHING STRATEGIES FOR ETHNIC STUDIES (Allyn and Bacon, Inc. Dept 898-LC Link Dr.; Rockleigh, N.J. 07647), 1975. pp 454-56.

Magnet schools scored significantly higher than the comparison schools on multi-cultural climate, an outcome to be expected according to Magnet Program objectives.

Schools having the highest scores were: Elm Magnet, 78; Fulton Comparison, 75. Schools having the lowest scores were: Hawley Magnet, 51; Emerson Comparison, 36. Five survey items, Nos. 1, 3, 6, 12, and 13, accounted for the significant differences between magnet and comparison schools. Magnet schools, then, had the following distinctive qualities:

-- More information about American ethnic groups incorporated into curricula

-- More pictures of minority groups on school walls

-- Greater emphasis on ethnic diversity in school assemblies

-- More school speakers from community ethnic organizations

-- Greater emphasis on ethnic diversity in school holidays and celebrations

SUMMARY

284

SUMMARY

Summative evaluation of program objectives revealed that:

1) The elementary Science, Health, and Physical Education Program was dropped from magnet status within a few months because Twentieth Street School was unable to meet desegregation requirements. Lack of magnet support probably contributed to failure to achieve criterion performance on the Youth Physical Fitness Test and did prevent pre/post testing in science and health.

2) Six hundred ninety-one students in Grades 6 thru 12 in 13 magnet schools were surveyed in regard to improved multi-ethnic understanding and appreciation. Compared with the previous year:

   - 63 percent had more friends from other races or ethnic groups,
   - 56 percent felt that pupils of different races got along better,
   - 64 percent recorded school-initiated events (e.g., school programs, class work, ethnic fairs, sports) which helped them understand and appreciate other ethnic groups, and
   - 64 percent offered positive suggestions for schools to encourage different ethnic groups to know each other better (suggestions ranged from school-initiated activities to letting time pass for students to become acquainted on their own).

   The criterion 85 percent improvement in multi-ethnic understanding was not achieved. However, improvement was reported by the majority. This appears to be an impressive change, considering the adjustments required of students attending schools new to them, leaving their neighborhoods, traveling to school by bus, participating in unique educational experiences, making new friends, and facing a different school staff.

3) Reading and mathematics achievement in Grades 3 and 7 met the objective by exceeding system performance levels over the 1977-1978 baseline year. There were a lower percent of low-scoring and a greater percent of high-scoring magnet program students than city-wide averages at Grades 3 and 7 in 1977-1978. Grade 3 also exceeded the national norm sample in this respect.

4) Eighty-six percent of project parents who responded to a survey reported that they were satisfied with the educational program in their child's magnet school, a proportion that was one percent higher than the criterion 85 percent. Seventy-five or more percent of parents indicated satisfaction with their child's progress and reported that the magnet

program provided a better education, that they had visited the school, and that the specialty program provided a better education.

5) Kindergarten through Grade 4 pupils in the Hawley Environmental Education Program met the criterion for a test of environmental concepts (80% or more correct items by at least 75% of the pupils). Pupils in Grades 5 and 6 fell short of criterion performance on the advanced Level 3 test.

6) Third-grade pupils in the French and German immersion programs at the Sixty-Eighth Street Multi-Language Program exceeded system-wide achievement in all English language arts except spelling. Low spelling performance was expected as English spelling is not emphasized before fourth grade.

   In a test of creativity, eight percent more third-grade Multi-Language School pupils than normative group pupils scored "highly creative".

   These findings met the criteria for the Multi-Language School objective.

7) High school students did not reach the criterion that 90 percent would report satisfaction with their school program or intent to re-enroll in the same program. Actually, 80 percent liked their program and 70 percent planned to re-enroll. Although the criteria were not met, the majority response was highly positive and may be considered an endorsement by students in the magnet senior high specialties.

Process evaluation of program activities indicated that:

-- Proposed program activities, except those precluded by late funding or withdrawal of funding, were implemented on schedule.

-- Monitoring reports provided useful feedback for the majority of curriculum supervisors. Revisions in report format were recommended.

-- A rating of the work of 98 consultants by school and supervisory staffs resulted in 84 percent appraised as "very valuable" and 16 percent as "valuable". No consultant work was appraised as of "slight" or "minimal" value.

-- In an assessment of school multi-cultural climate, magnet schools scored significantly higher than a group of comparable non-magnet schools. Magnet schools provided more curriculum information, pictures, speakers, celebrations, and assemblies related to diverse ethnic groups.

Evaluation evidence leads to the conclusion that the support of the ESAA Title VII Magnet Program has enabled the Milwaukee Public Schools to attain the goal of voluntary desegregation through the attraction of pupils to specialty programs designed to meet their unique needs and interests.

REFERENCES

REFERENCES

(1) W. E. Lambert, G. Tucker. Bilingual Education of Children: The St. Lambert Experiment. Newbury House Publishers, Inc. 1972.

(2) Sylvia B. Rimm. Manual, Group Inventory for Finding Creative Talent. Educational Assessment Service, Inc. 1976.